Saskatchewan

Saskatchewan
Executive
Council

Communications
Counselling
Unit

Rm 115 – 3085 Albert Street
Regina, Canada
S4S 0B3

Government of Saskatchewan

Public Opinion Polling

from April, 2007 to June, 2007

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Executive Council

Date:	**May, 2007**
Supplier:	Points West Consulting Inc. Regina
Cost:	$23,138.28

I. Methodology

Points West Consulting Inc. and Norsask Consumer Interviewing Services were commissioned by Saskatchewan Executive Council to conduct a province-wide public opinion survey on a wide range of public policy issues and attitudes. The telephone survey was conducted between May 11 and May 22, 2007.

The following report details the opinions of 1200 Saskatchewan residents who responded in full to the questionnaire. The report is divided amongst questions pertaining to: *Saskatchewan Finance, Saskatchewan Advanced Education and Employment,* and *Saskatchewan Environment.*

The survey data was weighted by gender to ensure complete proportional population representation, and quotas were set for geographic regions and aboriginal ancestry. A survey sample of 1200 respondents within the Saskatchewan population produces survey results with a Margin of Error of +/-2.8% to a 95% Confidence Level.

The survey results were reviewed and analyzed against a series of nine demographic and geographic variables, which included:

- Aboriginal Ancestry
- Age
- Education Level
- Employment Status
- Gender
- Geographic Region (Regina, Saskatoon, South, Central and North)
- Home Ownership
- Household Income
- Urban vs. Rural

Where the results of demographic sub-groups differed to a statistically significant extent from the Total Sample, they are displayed throughout this report.

II. Executive Summary

- When asked to name the Single Most Important Change introduced in the recent *Saskatchewan Provincial Budget*, 10.5% of respondents named the introduction of a new **Seniors Drug Plan**.

- 51.1% of respondents said the change made to create a new five year **$10,000 Annual Tax Exemption** for Post Secondary Graduates is *Highly Positive* (8-10 rating on 10-point scale)

- 51.7% of respondents said the change made to freeze **University Tuition Fees** at 2004 levels until 2008 is *Highly Positive* (8-10 rating on 10-point scale)

- 63% of respondents said the change made to introduce a **Seniors Drug Plan** is **Highly Positive** (8-10 rating on 10-point scale)

- 52.6% of respondents said the change made to add more than 2,100 **New Training Spaces** for post-secondary students is *Highly Positive* (8-10 rating on 10-point scale)

- 40.9% of respondents said the change made to provide more than $107 million in **Education Property Tax Relief** is *Highly Positive* (8-10 rating on 10-point scale)

- 41.8% of respondents said the change made to provide funding for the creation of 500 new **Child Care Spaces** is *Highly Positive* (8-10 rating on 10-point scale)

- 64.1% of respondents said the change made to include the largest ever ***Infrastructure Budget*** is *Highly Positive* (8-10 rating on 10-point scale)

- 70% of respondents *Strongly or Somewhat Agree* "the Saskatchewan Provincial Budget is helping to take the **Saskatchewan Economy** in the right direction"

- 61.7% of respondents rate the quality of Saskatchewan's **Post-Secondary Education and Training** as *Excellent or Good*

- 64.5% of respondents are Aware the Government of Saskatchewan has a website called **SaskJobs**

- 63.8% of respondents said it is *Highly Important* (8-10 rating on 10-point scale) for the Government's of Saskatchewan and Canada to maintain Career and **Employment Services Offices** across the province

- 47.5% of respondents said they have *Seen or Heard* the term "Saskatchewan's **Green Strategy**"

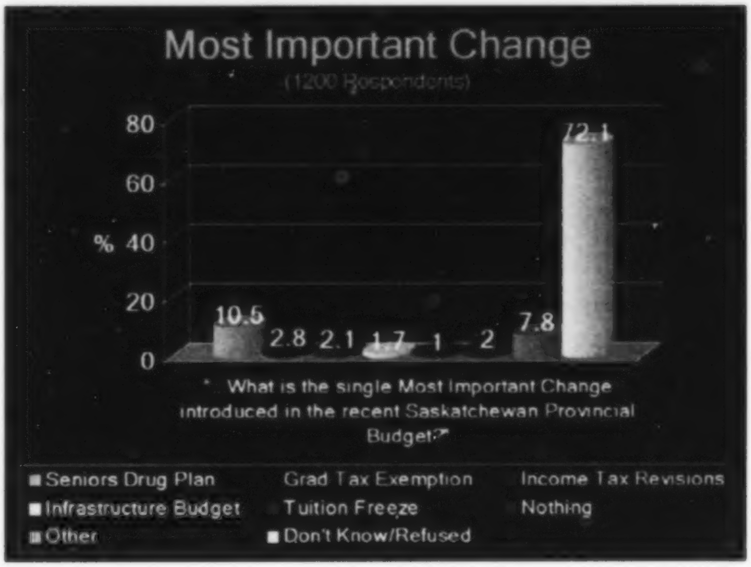
- 71.4% of respondents *Strongly Agree or Agree* with the statement "We can maintain a **Healthy Environment** while achieving a productive and sustainable future for Saskatchewan"

- 82.6% of respondents *Strongly Agree or Agree* with the statement "I am confident that my **Drinking Water is Safe**"

III. Saskatchewan Finance

The survey began by asking respondents to list what they perceive as the single **Most Important Change** introduced in the *2007 Saskatchewan Provincial Budget*. This question was asked in an unaided fashion, with no options suggested. In other words, respondents were required to provide their own top-of-mind response. **Chart 1** shows the number one response was *Seniors Drug Plan* (10.5%). Almost three-quarters of respondents (72.1%) said that they *Could Not Name* or *Could Not Answer* this question.

Chart 1



Throughout this report, demographic sub-groups, which varied significantly from the Total Sample response, will be displayed in **Demographic Variance Charts**. On these charts, the Total Sample response will always be displayed in an orange-coloured column. To the left of the Total Sample response will be any demographic sub-groups, which were significantly *less likely* than the Total Sample to agree with that point of view. To the right of the Total Sample response will be any demographic sub-groups, which were significantly *more likely* than the Total Sample to agree with that point view.

The first of these **Demographic Variance Charts** appears on the following page. **Chart 2** shows respondents Ages 25 to 29 were the *least likely* to say a **Seniors Drug Plan** is the single most important change introduced in the *2007 Saskatchewan Provincial Budget* (0% vs. 10.5% for the Total Sample). At the other end of the scale, respondents 65 Years of Age or Older were the *most likely* to say a **Seniors Drug Plan** is the single most important change (25.5% vs. 10.5% for the Total Sample).

Chart 2

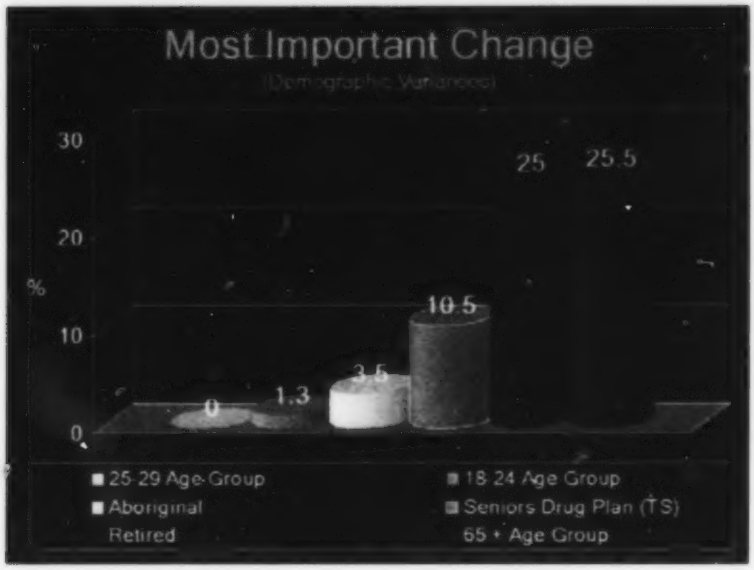
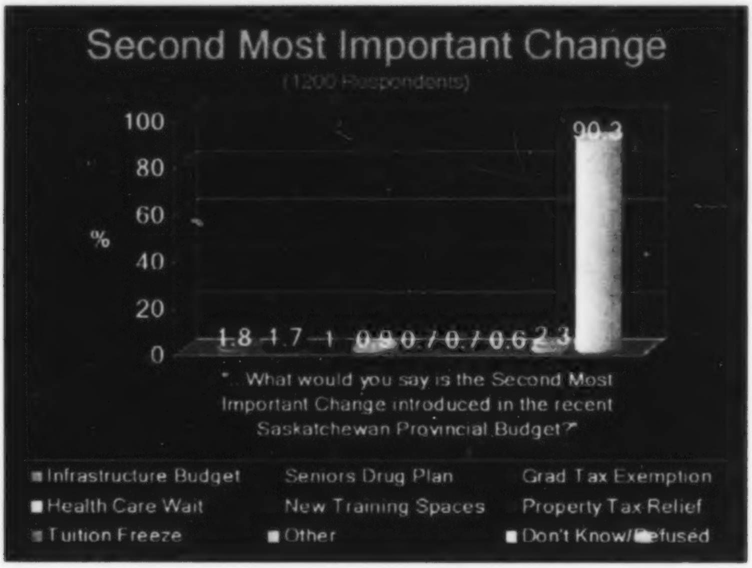


Chart 3 shows that when asked to name the **Second Most Important Change** introduced in the *2007 Saskatchewan Provincial Budget*, only 1.8% of respondents said *Spending on Infrastructure* (Highways, Hospitals, Schools, etc.). A large majority (90.3%) of survey respondents said that they *Could Not Name* or *Could Not Answer* this question.

Chart 3



Next, respondents were asked to rate a series of changes introduced in the recent Provincial Budget on a ten-point scale, with 0 meaning the change is *Not at all Positive* and 10 meaning the change is *Extremely Positive*. Chart 4 below *aggregates* responses into three categories: Low (Ratings of 1-3 on a 10-point scale), Medium (Ratings of 4-7), and High (Ratings of 8-10). This aggregation shows 51.1% of respondents gave the new five-year **$10,000** Annual Tax Exemption for post-secondary graduates a *High* rating (8-10 on 10-point scale).

Chart 4

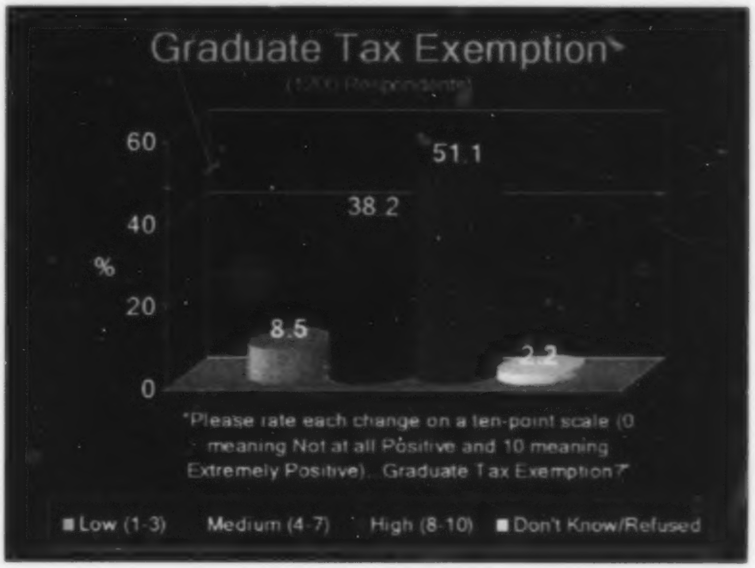


Chart 5 shows Aboriginal respondents were the *least likely* to give the Graduate Tax Exemption a *High* rating (40.9% vs. 51.1% for the Total Sample), while respondents 18 to 24 Years of Age were the *most likely* to give it a *High* rating (58.7% vs. 51.1% for the Total Sample).

Chart 5

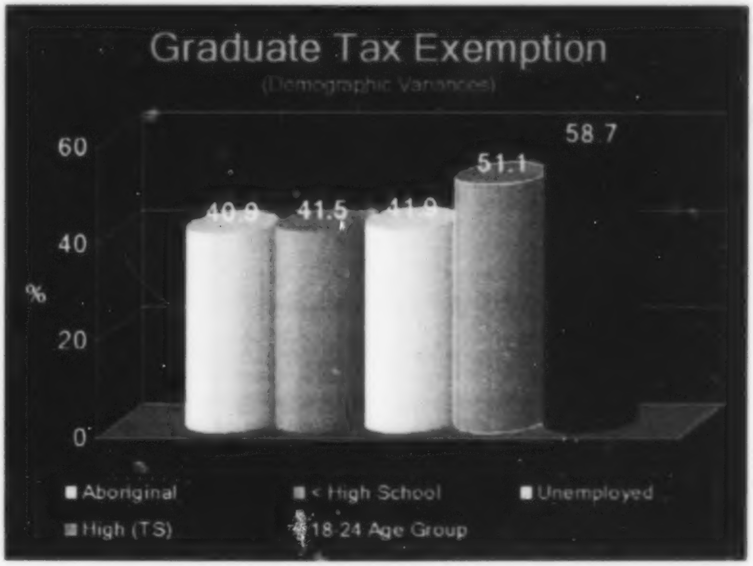


Chart 6 shows 51.7% of respondents gave freezing **University Tuition Fees** at 2004 levels until 2008 a *High* rating (8-10 on 10-point scale). 37.4% of respondents gave this change a *Medium* rating (4-7 on 10-point scale).

Chart 6

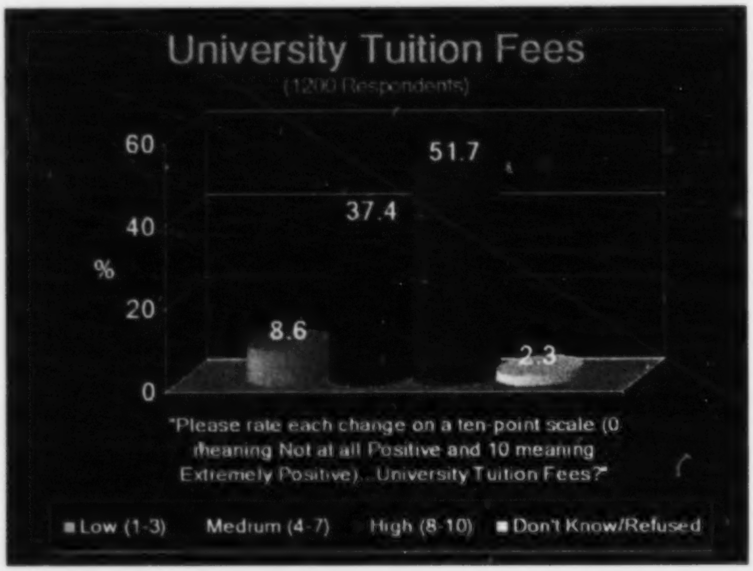


Chart 7 shows Self-Employed respondents were the *least likely* to give freezing University Tuition Fees a *High* rating (41.2% vs. 51.7% for the Total Sample). At the other end of the scale respondents with a Household Income of $60,000 to $80,000 per year were the *most likely* to give this change a *High* rating (59.9% vs. 51.7% for the Total Sample).

Chart 7

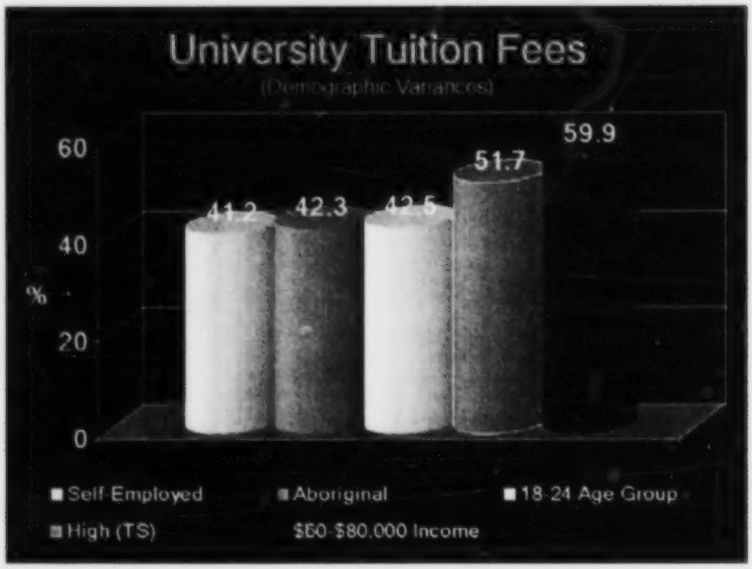


Chart 8 shows 63% of respondents gave introducing a Seniors Drug Plan a *High* rating (8-10 on 10-point scale). 23.9% of respondents gave this change a *Medium* rating (4-7 on 10-point scale).

Chart 8

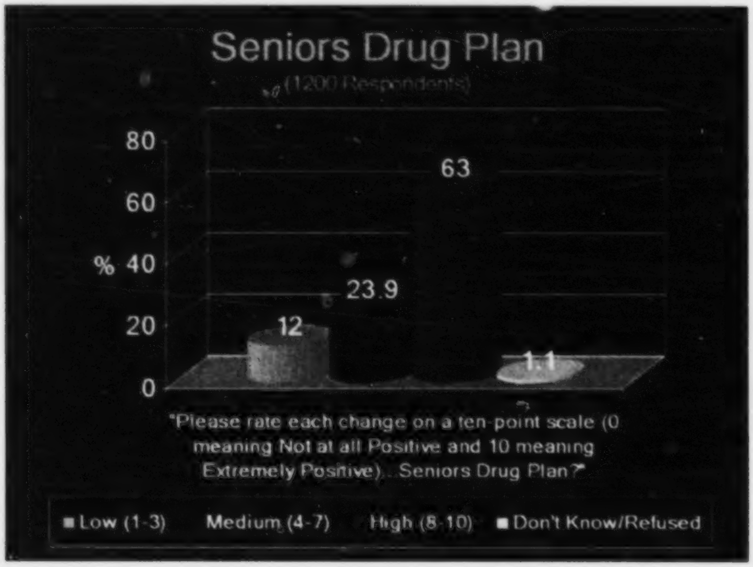


Chart 9 shows Self-Employed respondents were the *least likely* to give introducing a Seniors Drug Plan a *High* rating (47.8% vs. 63% for the Total Sample). At the other end of the scale Homemakers were the *most likely* to give a *High* rating (75% vs. 63% for the Total Sample).

Chart 9

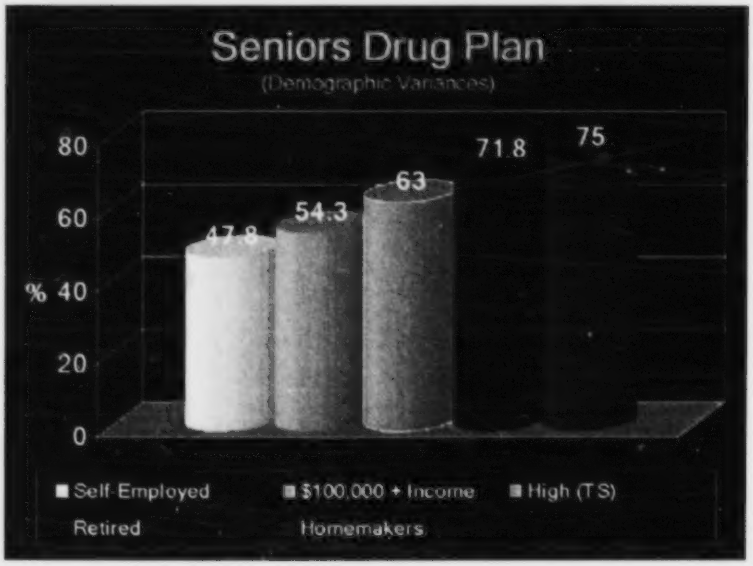


Chart 10 shows only one demographic sub-group differed significantly from the total sample. Respondents with a Household Income of $100,000 or More per year were the *most likely* to give introducing a Seniors Drug Plan a *Low* rating (27.9% vs. 12% for the Total Sample).

Chart 10

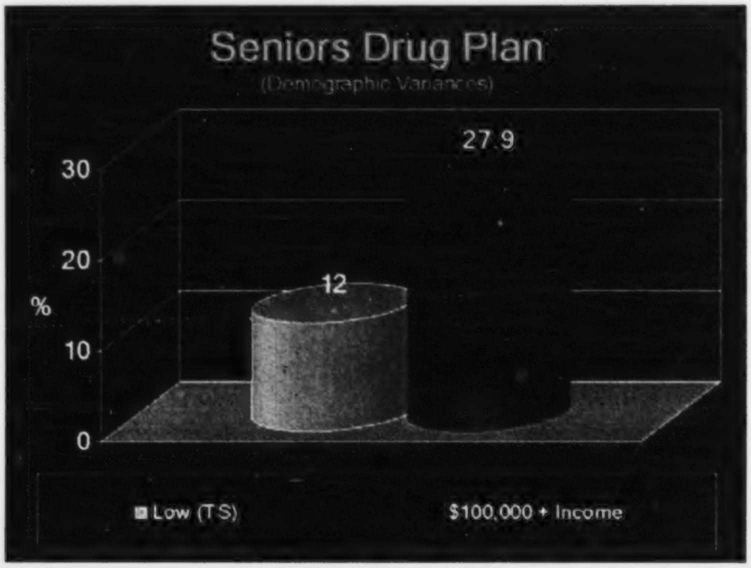
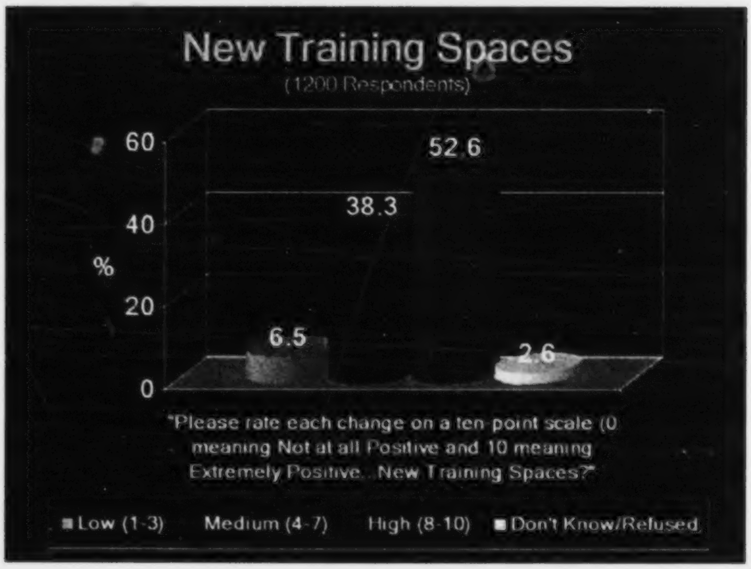


Chart 11 shows 52.6% of respondents gave adding more than 21-Hundred New Training Spaces a *High* rating (8-10 on 10-point scale). 38.3% of respondents gave this change a *Medium* rating (4-7 on 10-point scale).

Chart 11



"Please rate each change on a ten-point scale (0 meaning Not at all Positive and 10 meaning Extremely Positive...New Training Spaces?"

Chart 12 shows 40.9% of respondents gave Education Property Tax Relief a *High* rating (8-10 on 10-point scale). 43.8% of respondents gave this change a *Medium* rating (4-7 on 10-point scale).

Chart 12

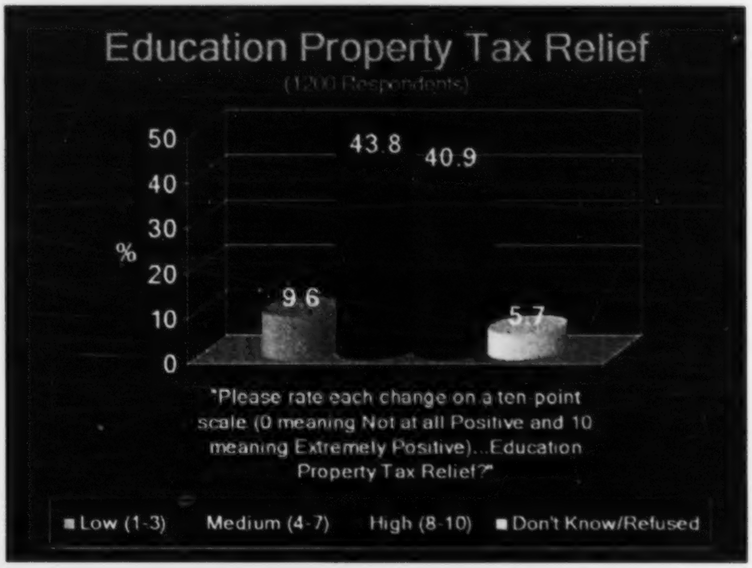


Chart 13 shows only one demographic sub-group differed significantly from the total sample. Self-Employed respondents were the *least likely* to give Education Property Tax Relief a *High* rating (31.8% vs. 40.9% for the Total Sample).

Chart 13

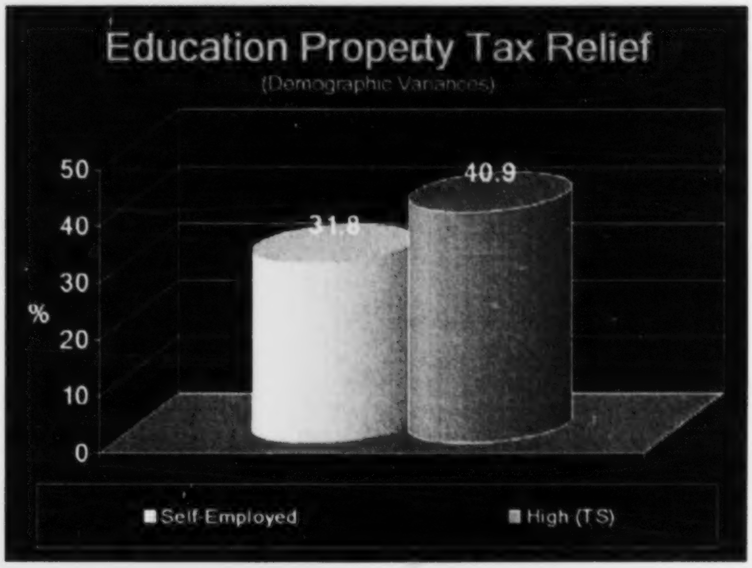


Chart 14 shows 41.8% of respondents gave the creation of 500 new Licensed Child Care Spaces a *High* rating (8-10 on 10-point scale). 42.9% of respondents gave this change a *Medium* rating (4-7 on 10-point scale).

Chart 14

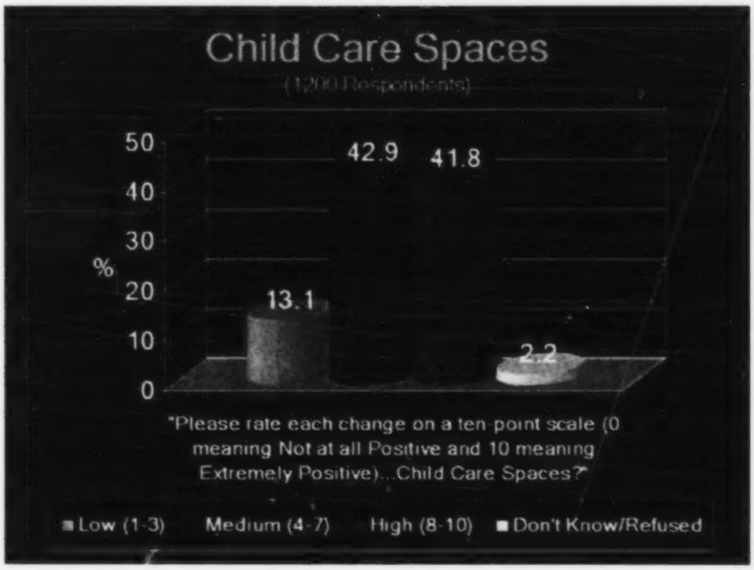


Chart 15 shows Self-Employed respondents were the *least likely* to give the creation of 500 new Licensed Child Care Spaces a *High* rating (31.3% vs. 41.8% for the Total Sample). At the other end of the scale Aboriginal respondents were the *most likely* to give a *High* rating (56.2% vs. 41.8% for the Total Sample).

Chart 15

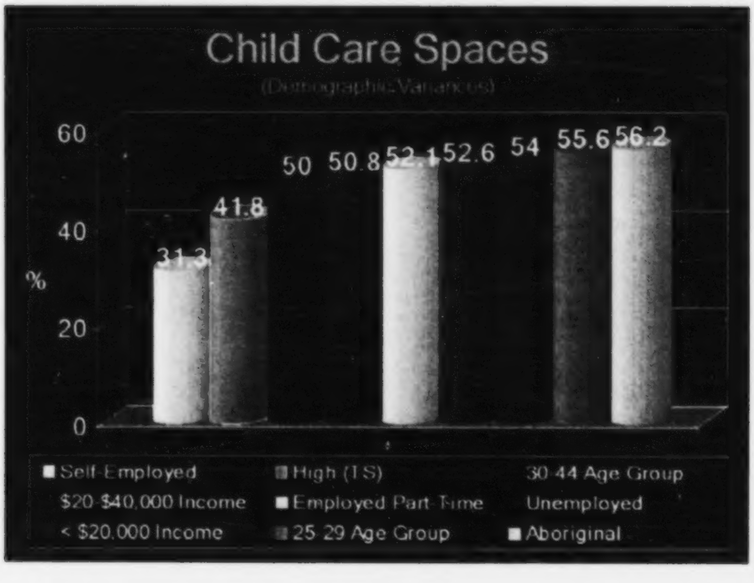


Chart 16 shows respondents 18 to 24 Years of Age were the *least likely* to give the creation of 500 new Licensed Child Care Spaces a *Low* rating (2.2% vs. 13.1% for the Total Sample). At the other end of the scale Self-Employed respondents were the *most likely* to give a *Low* rating (21.1% vs. 13.1% for the Total Sample).

Chart 16

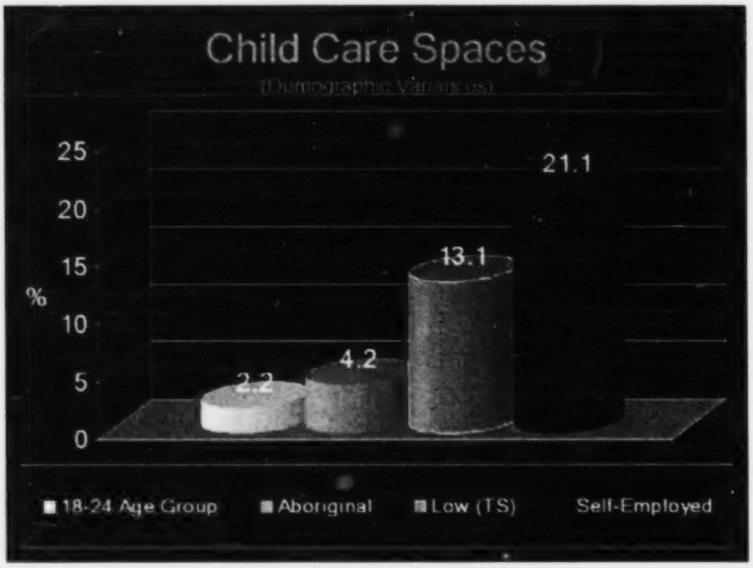


Chart 17 shows 64.1% of respondents gave the Infrastructure Budget a *High* rating (8-10 on 10-point scale). 27.8% of respondents gave this change a *Medium* rating (4-7 on 10-point scale).

Chart 17

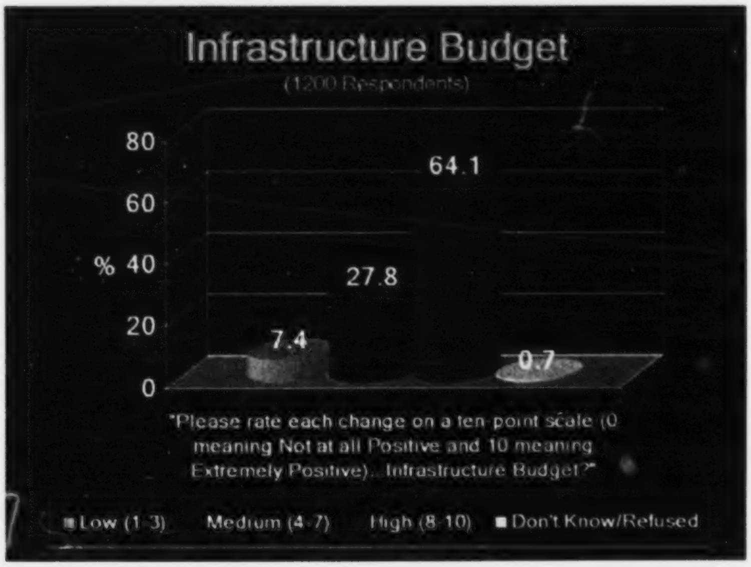
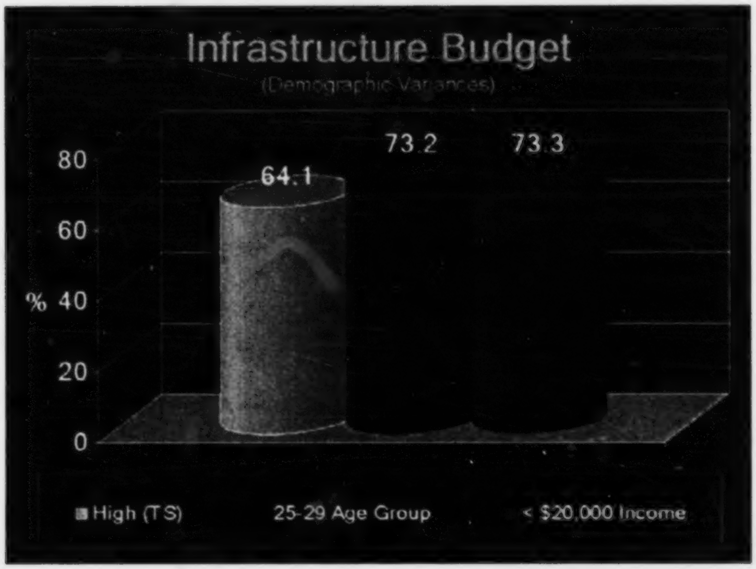


Chart 18 shows only two demographic sub-groups differed significantly from the total sample. Respondents with a Household Income of $20,000 or Less per year were the *most likely* to give the Infrastructure Budget a *High* rating (73.3% vs. 64.1% for the Total Sample), followed closely by respondents 25 to 29 Years of age (73.2% vs. 64.1% for the Total Sample).

Chart 18



Next, respondents were asked to rate their level of agreement with a statement regarding the Saskatchewan Economy. Chart 19 shows 20.5% of respondents *Strongly Agree* "The recent Saskatchewan Provincial Budget is helping to take the Saskatchewan Economy in the right direction"; 49.5% *Somewhat Agree* with this statement.

Chart 19

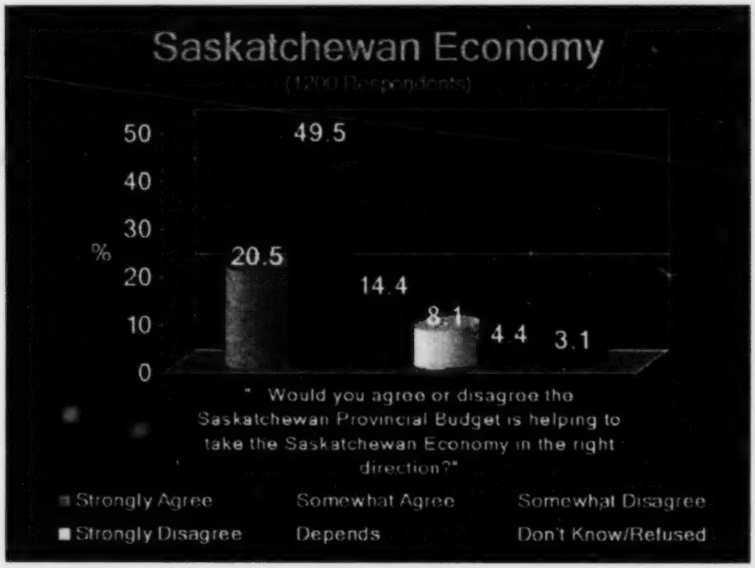


Chart 20 aggregates the results of the previous chart. This aggregation shows 70% of survey respondents *Agree* that "The recent Saskatchewan Provincial Budget is helping to take the Saskatchewan Economy in the right direction".

Chart 20

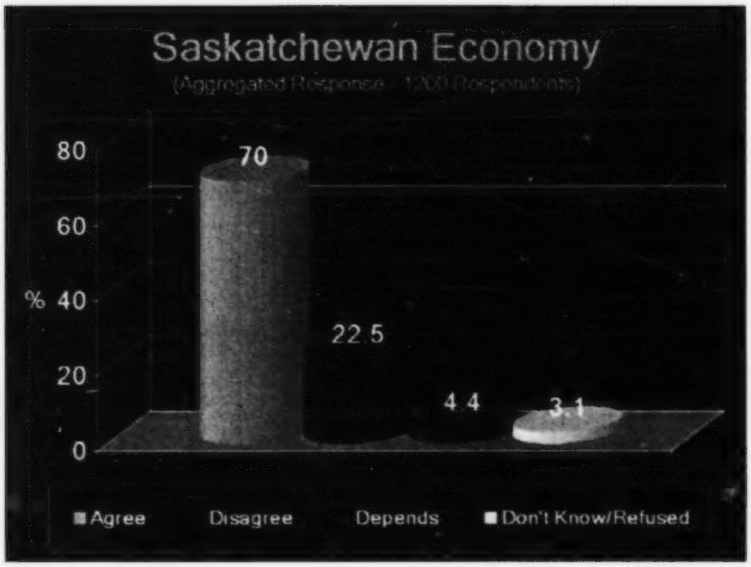
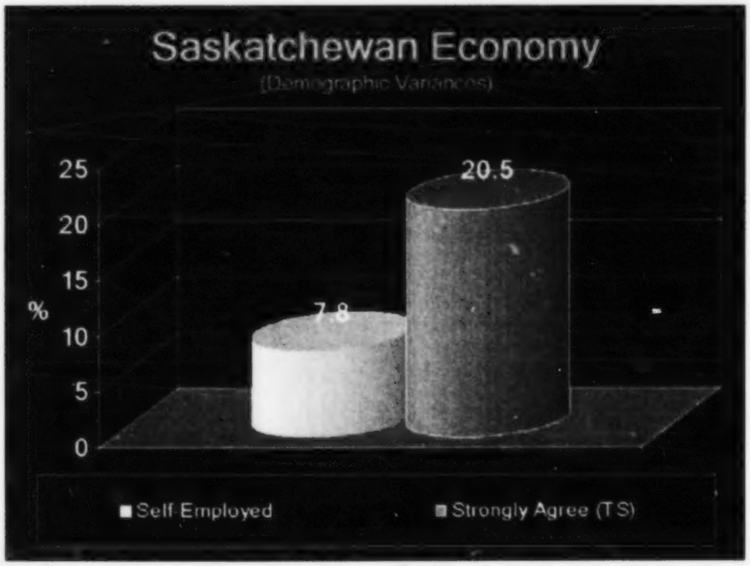


Chart 21 shows only one demographic sub-group differed significantly from the total sample. Self-Employed respondents were the *least likely* to give the direction of the Saskatchewan Economy a *High* rating (7.8% vs. 20.5% for the Total Sample).

Chart 21



IV. Saskatchewan Advanced Education and Employment

Next, respondents were asked to rate the quality of Saskatchewan's **Post-Secondary Education and Training**. Chart 22 shows 16.3% of respondents rate the quality of the Education System as being *Excellent*, 45.4% of respondents give it a *Good* rating, and 25.1% give it an *Adequate* rating.

Chart 22

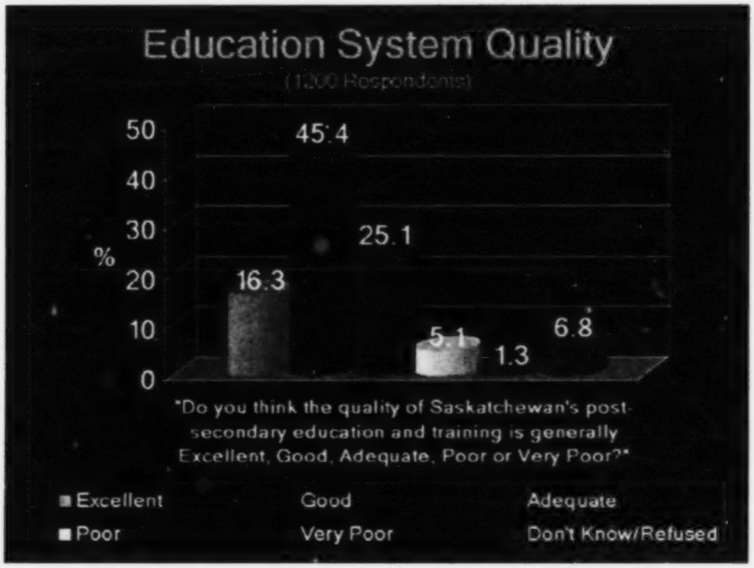


Chart 23 aggregates the results of the previous chart. This aggregation shows 61.7% of survey respondents rate the quality of the **Education System** as being *Excellent or Good*.

Chart 23

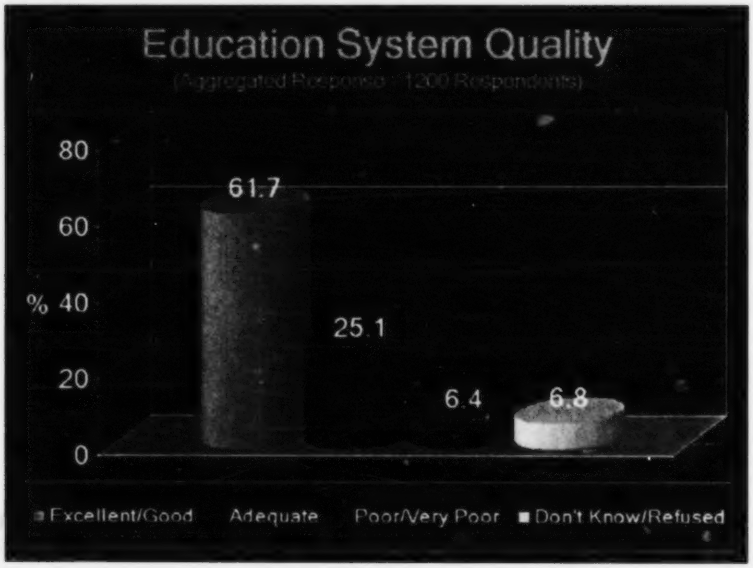


Chart 24 shows 64.5% of respondents are *Aware* that the Government of Saskatchewan has a website called **SaskJobs** where people can access information on jobs available across the province.

Chart 24

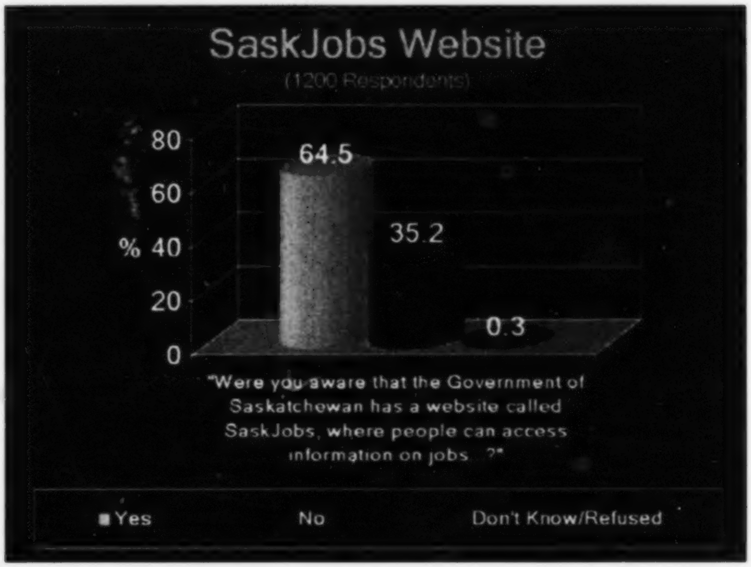
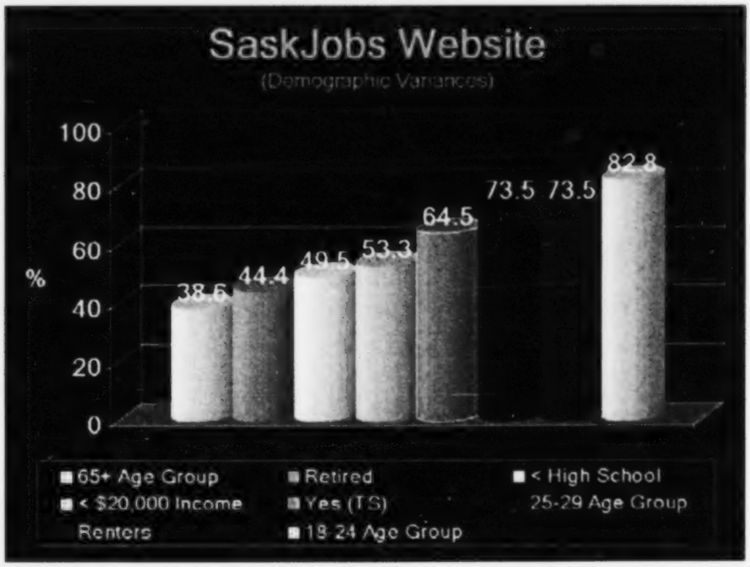


Chart 25 shows respondents 65 Years of Age and Older were the *least likely* to be *Aware* the Government of Saskatchewan has a website called **SaskJobs** (38.6% vs. 64.5% for the Total Sample). At the other end of the scale respondents 18 to 24 Years of Age were the *most likely* to be *Aware* of the website (82.8% vs. 64.5% for the Total Sample).

Chart 25



Next, respondents were asked to indicate the importance of maintaining a website that provides information on job openings across the province on a ten-point scale. Chart 26 below *aggregates* these responses into three categories: Low (Ratings of 1-3 on a 10-point scale), Medium (Ratings of 4-7), and High (Ratings of 8-10). This aggregation shows 65.9% of respondents gave maintenance of a **Website** that provides information about job openings a *High Importance* rating (8-10 on 10-point scale).

Chart 26

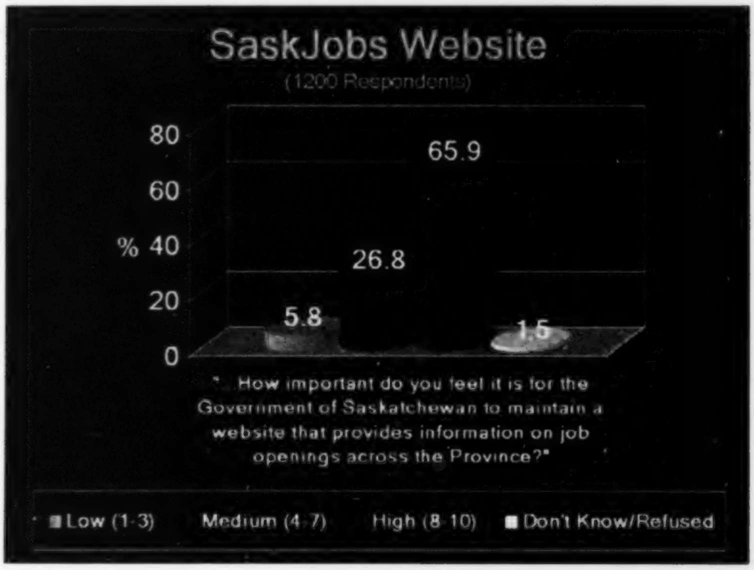


Chart 27 shows respondents 18 to 24 Years of Age were the *most likely* to give maintenance of a Website that provides information about job openings a *High Importance* rating (84.1% vs. 65.9% for the Total Sample).

Chart 27

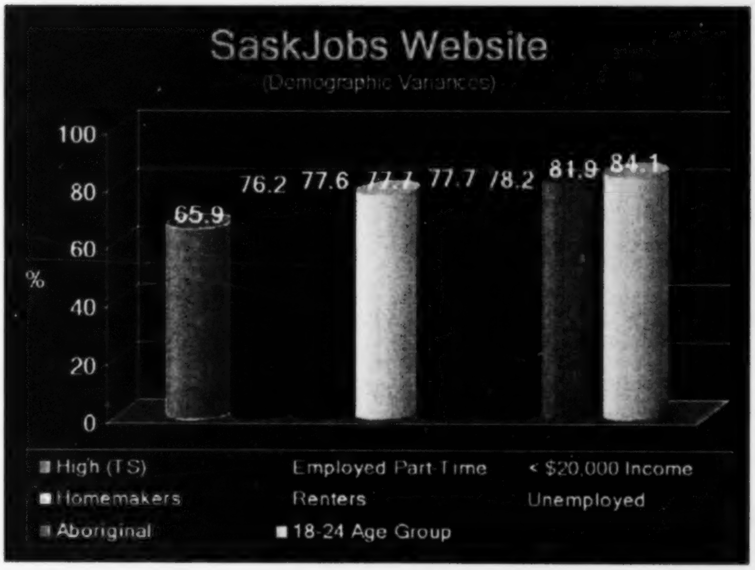


Chart 28 shows 35.2% of respondents are *Aware* that the Government of Saskatchewan and the Government of Canada operate 20 Career and Employment Services Offices across Saskatchewan.

Chart 28

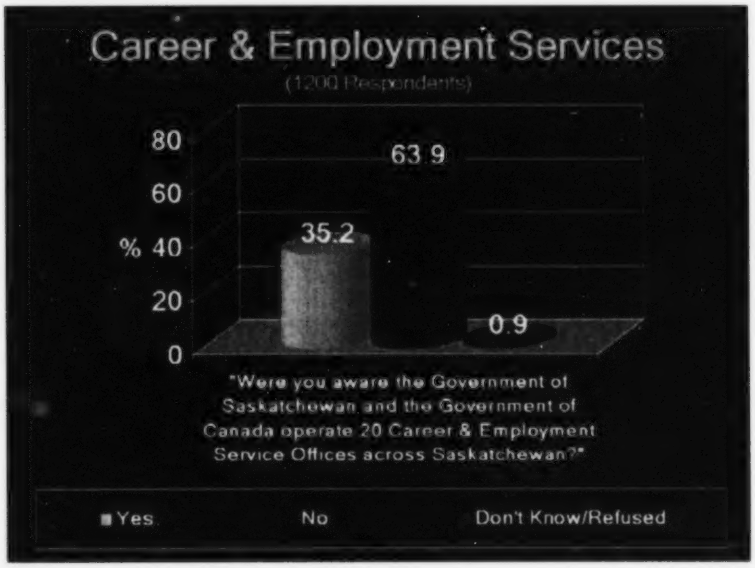


Chart 29 shows respondents 65 Years of Age and Older were the *least likely* to be *Aware* the Government of Saskatchewan and the Government of Canada operate 20 Career and Employment Services Offices in the province(23.6% vs. 35.2% for the Total Sample).

Chart 29

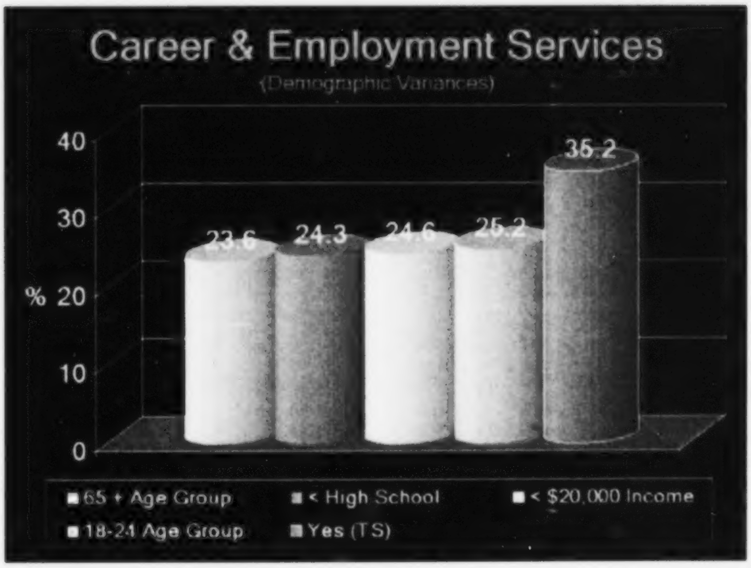


Chart 30 shows 63.8% of respondents gave maintenance of Career and Employment Services Offices across the province a *High Importance* rating (8-10 on 10-point scale).

Chart 30

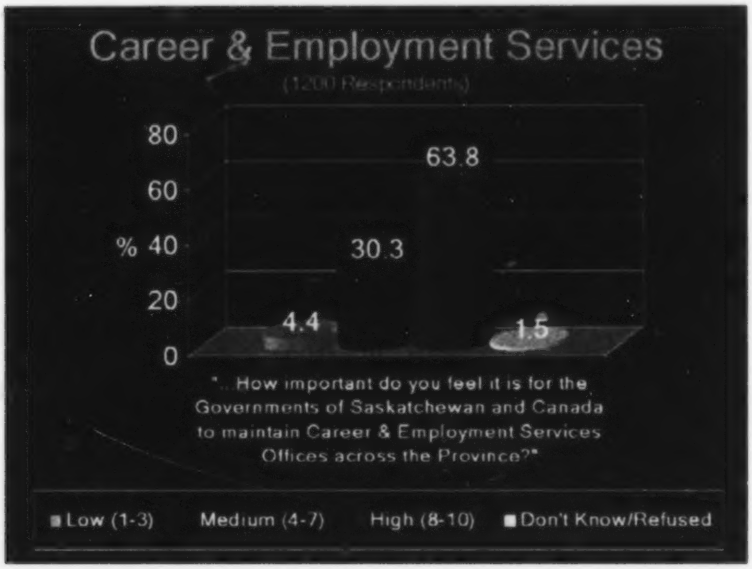


Chart 31 shows respondents with a Household Income of $100,000 or More per year were the *least likely* to give maintenance of Career and Employment Services Offices across the province a *High Importance* rating (53.3% vs. 63.8% for the Total Sample). At the other end of the scale respondents with a Household Income of $20,000 or Less per year were the *most likely* to give a *High Importance* rating (76.2% vs. 63.8% for the Total Sample).

Chart 31

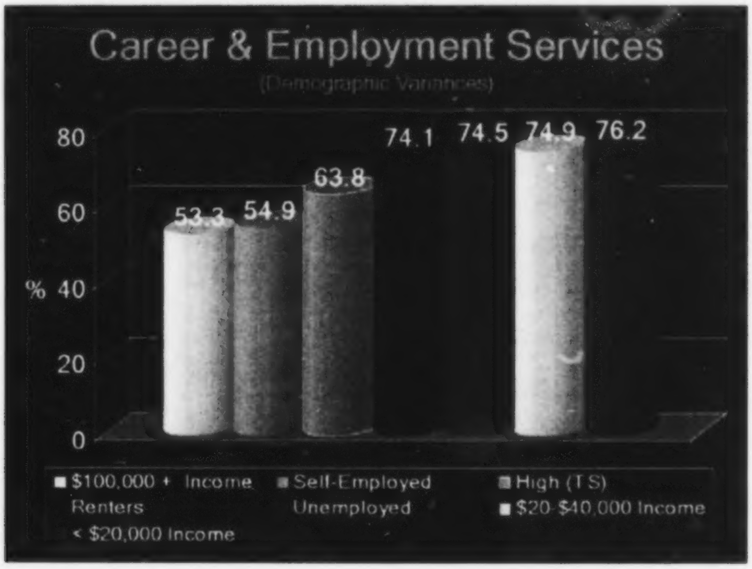


Chart 32 shows 28.7% of respondents have *Personally Visited* a Career and Employment Services Office in Saskatchewan.

Chart 32

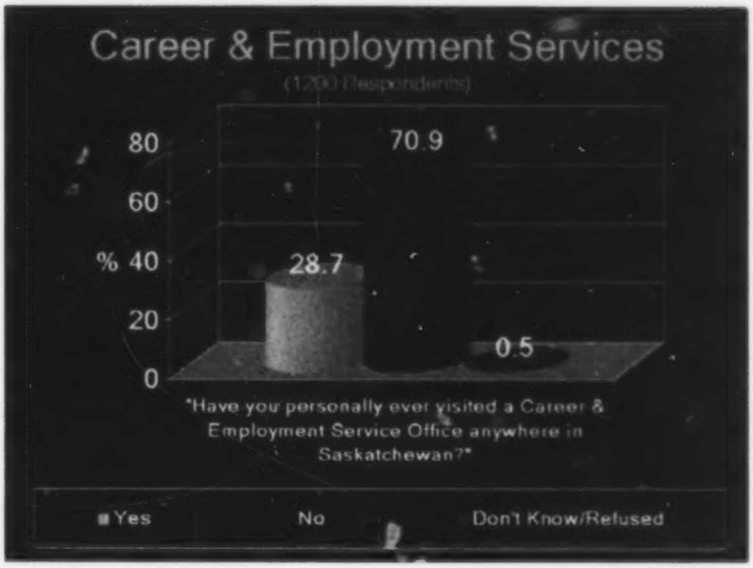


Chart 33 shows respondents 65 Years of Age and Older were the *least likely* to have *Personally Visited* a Career and Employment Services Office in Saskatchewan (9.9% vs. 28.7% for the Total Sample). At the other end of the scale, Aboriginal respondents were the *most likely* to have visited a Career and Employment Services Office (49.9% vs. 28.7% for the Total Sample).

Chart 33

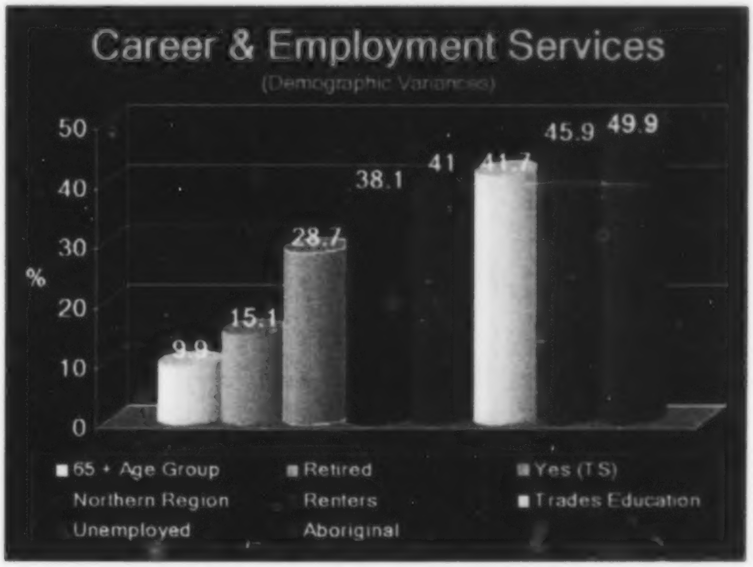


Chart 34 shows that of the 344 respondents who said they had visited a Career and Employment Services Office, 47.1% gave a *High Quality of Service* rating (8-10 on 10-point scale), and 40.6% gave a *Medium Quality* rating (4-7 on 10-point scale).

Chart 34

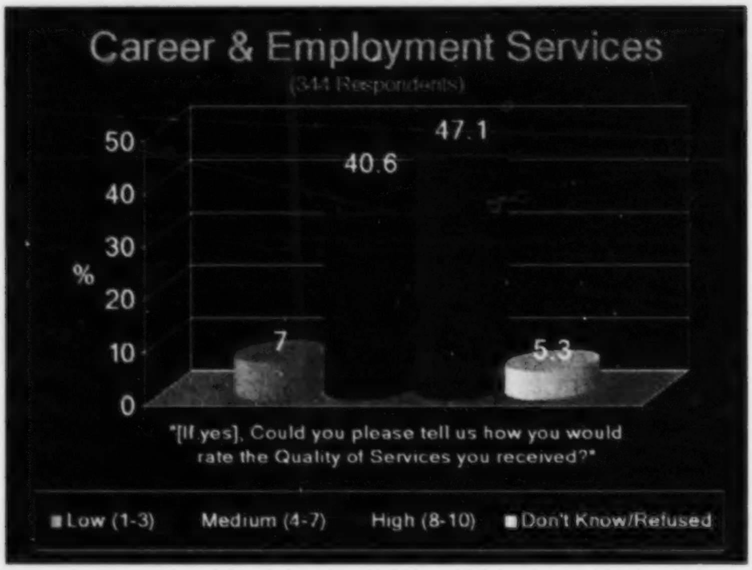
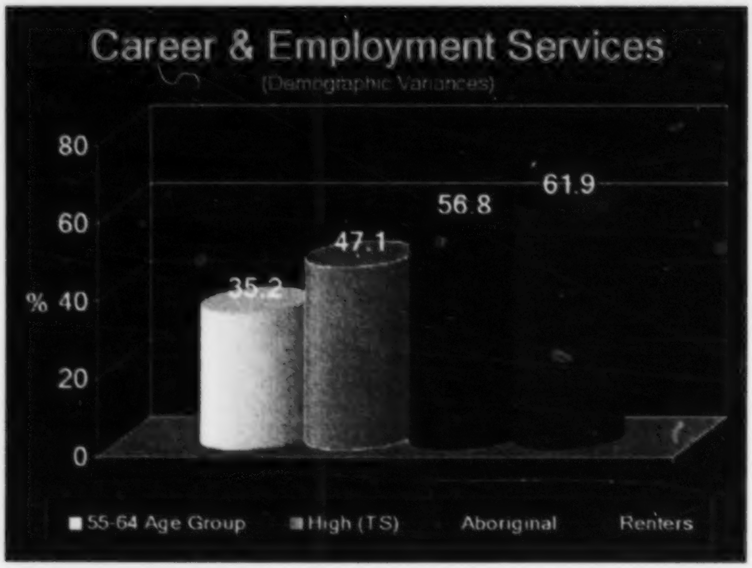


Chart 35 shows respondents 55 to 64 Years of Age were the *least likely* to give a *High Quality of Service* rating to Career and Employment Services Offices (35.2% vs. 47.1% for the Total Sample). At the other end of the scale, Renters were the *most likely* to give a *High Quality of Service* rating (61.9% vs. 47.1% for the Total Sample).

Chart 35



V. Saskatchewan Environment

Next, respondents were asked if they had seen or heard of the term **"Saskatchewan's Green Strategy"**. Chart 36 shows 47.5% of respondents are *Aware* of the term, while 49.6% are *Not Aware*.

Chart 36

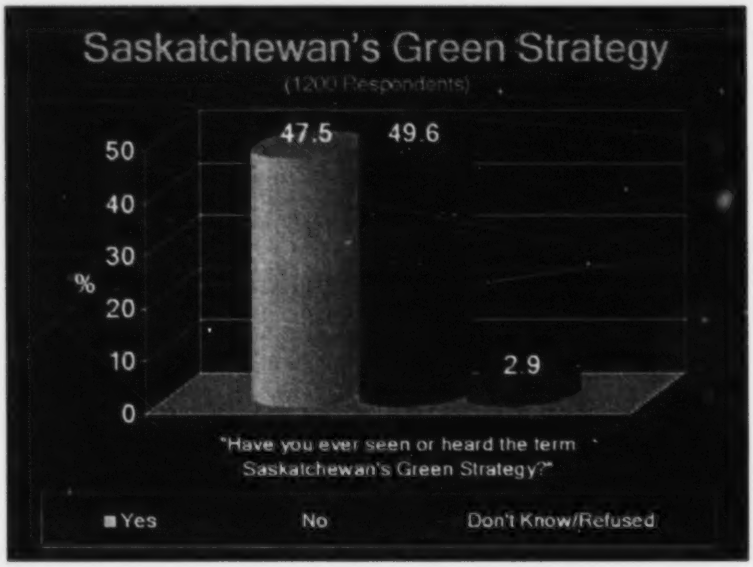
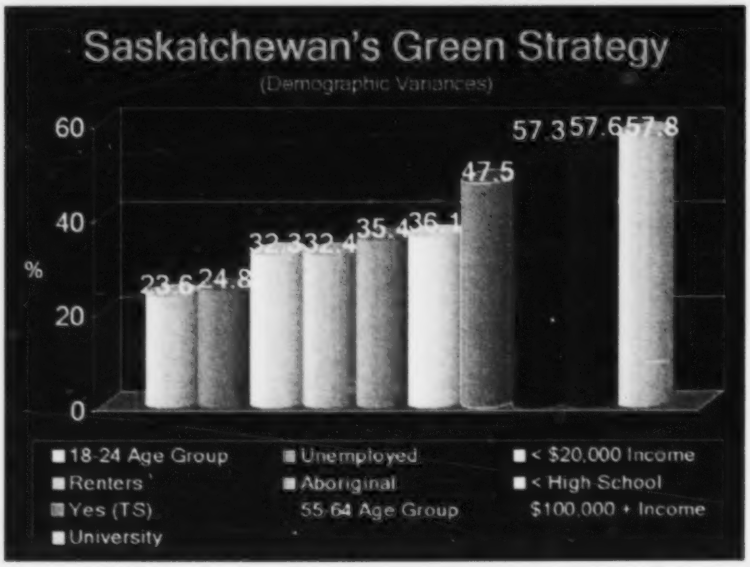


Chart 37 shows respondents 18 to 24 Years of Age were the *least likely* to have seen or heard of the term "Saskatchewan's Green Strategy" (23.6% vs. 47.5% for the Total Sample). At the other end of the scale, respondents with University Education were the *most likely* to be aware of the term (57.8% vs. 47.5% for the Total Sample).

Chart 37



Next, respondents were asked to define Saskatchewan's Green Strategy in a simple word or phrase. This question was asked in an unaided fashion, with no options suggested. In other words, respondents were required to provide their own top-of-mind response. Chart 38 shows respondents defined the term as *Environmental Strategies* (20.1%), followed by respondents who say the strategy *Needs Improvement* (13.6%), and by those who say it is a *Good Idea* (12.3%).

Chart 38

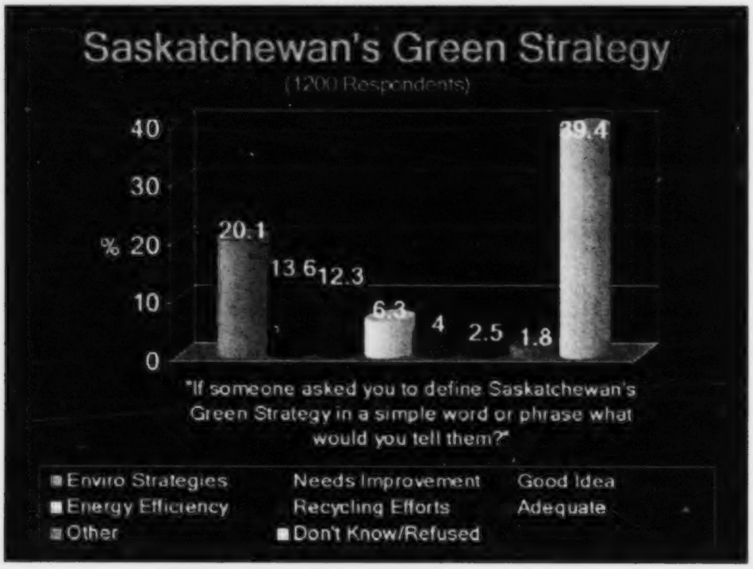


Chart 39 shows 40.8% said Saskatchewan's Green Strategy is *Extremely Important* to them and their family; 24.9% of respondents said the strategy is *Important*.

Chart 39

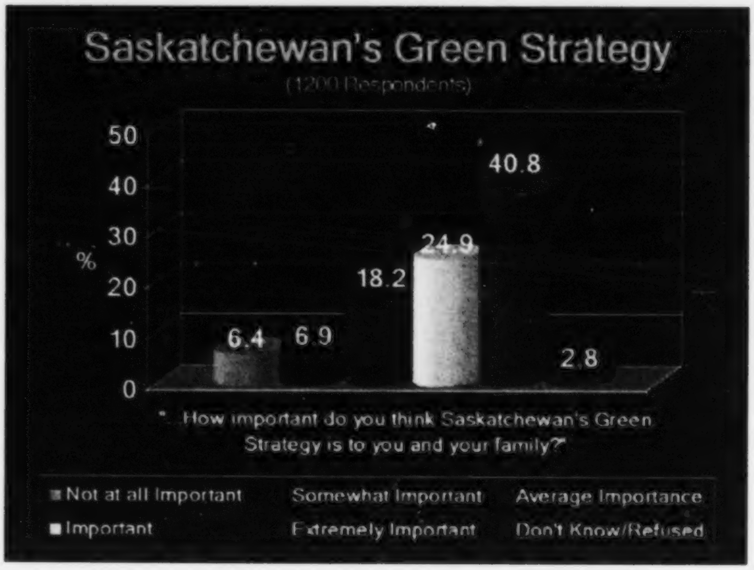


Chart 40 shows respondents 18 to 24 Years of Age were the *least likely* to say Saskatchewan's Green Strategy is *Extremely Important* to them and their family (31.5% vs. 40.8% for the Total Sample). At the other end of the scale, respondents with a Household Income of $20,000 or Less per year were the *most likely* to say Saskatchewan's Green Strategy is *Extremely Important* (57.8% vs. 40.8% for the Total Sample).

Chart 40

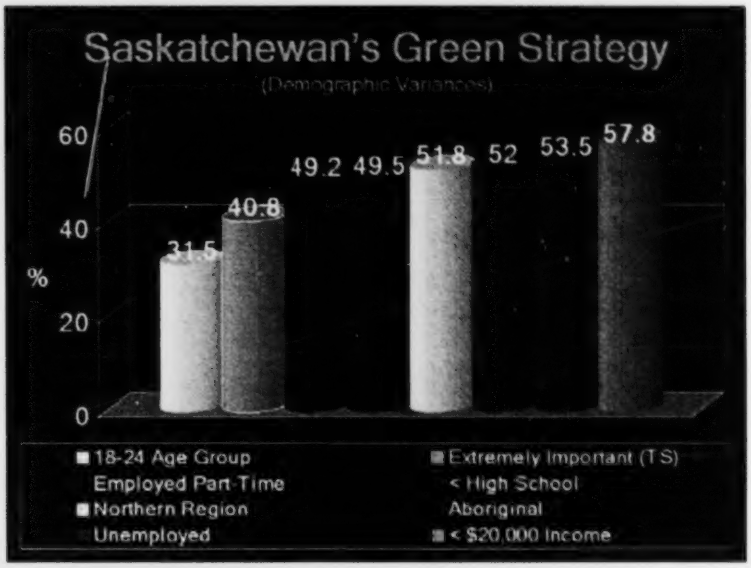


Chart 41 shows 43.1% of respondents *Strongly Agree* with the statement: "We can maintain a Healthy Environment while achieving a productive and sustainable future for Saskatchewan"; 28.3% of respondents *Agree* with this statement.

Chart 41

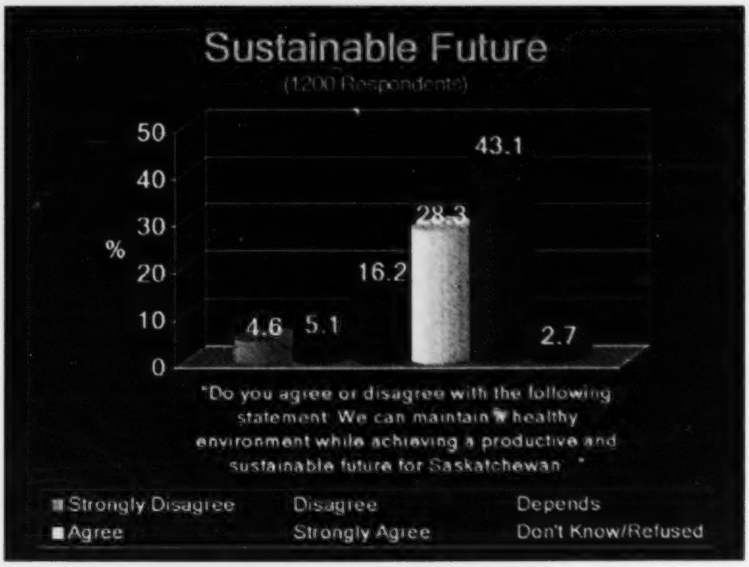


Chart 42 aggregates the results of the previous chart. This aggregation shows 71.4% of survey respondents *Agree* that "We can maintain a Healthy Environment while achieving a productive and sustainable future for Saskatchewan".

Chart 42

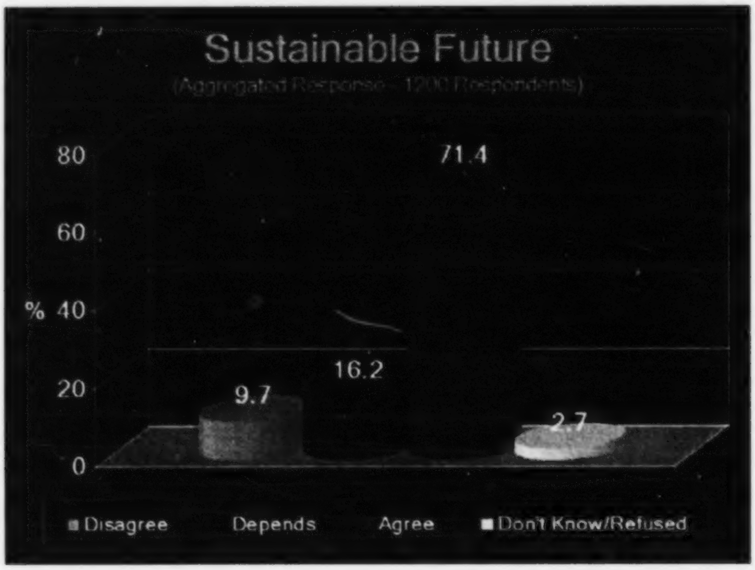


Chart 43 shows only two demographic sub-groups differed significantly from the total sample. Aboriginal respondents were the *most likely* to *Strongly Agree* with the statement: "We can maintain a Healthy Environment while achieving a productive and sustainable future for Saskatchewan" (54.2% vs. 43.1% for the Total Sample).

Chart 43

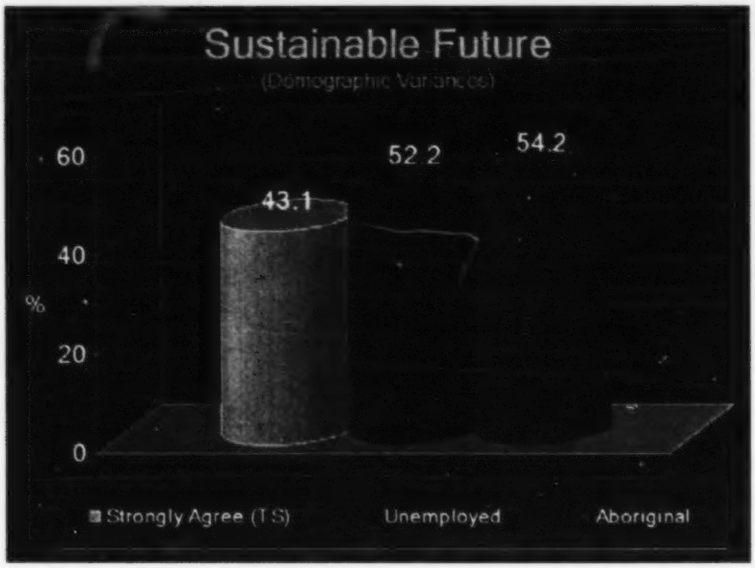


Chart 44 shows 15.7% of respondents *Strongly Agree* with the statement: “Saskatchewan residents have Safe Drinking Water”; 60.5% of respondents *Agree* with this statement.

Chart 44

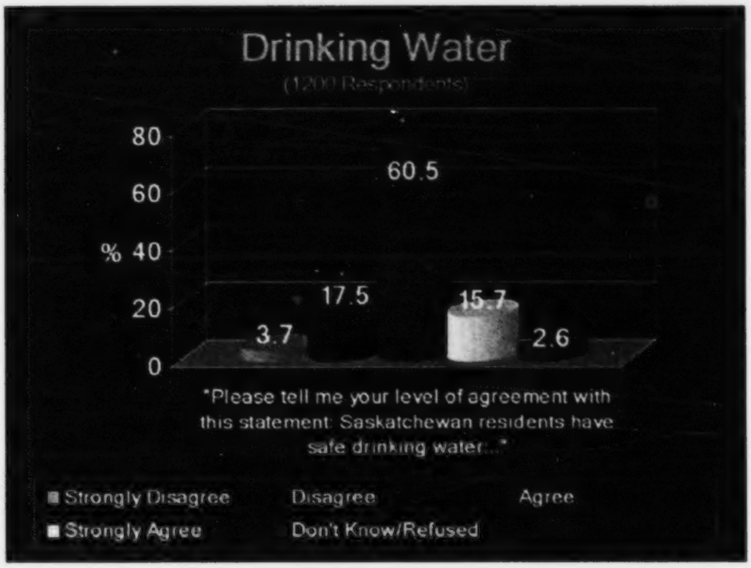


Chart 45 aggregates the results of the previous chart. This aggregation shows 76.2% of survey respondents *Agree* that “Saskatchewan residents have Safe Drinking Water”.

Chart 45

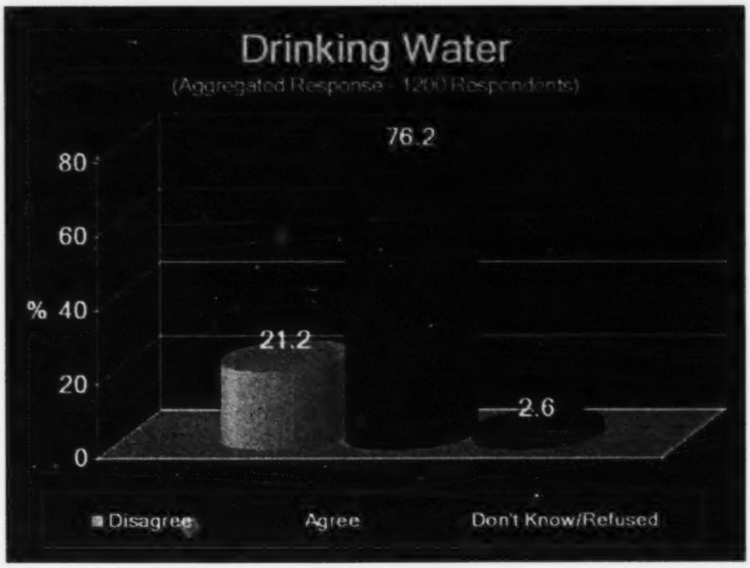


Chart 46 shows 28.7% of respondents *Strongly Agree* with the statement: "I am confident that my Drinking Water is Safe"; 53.9% of respondents *Agree* with this statement.

Chart 46

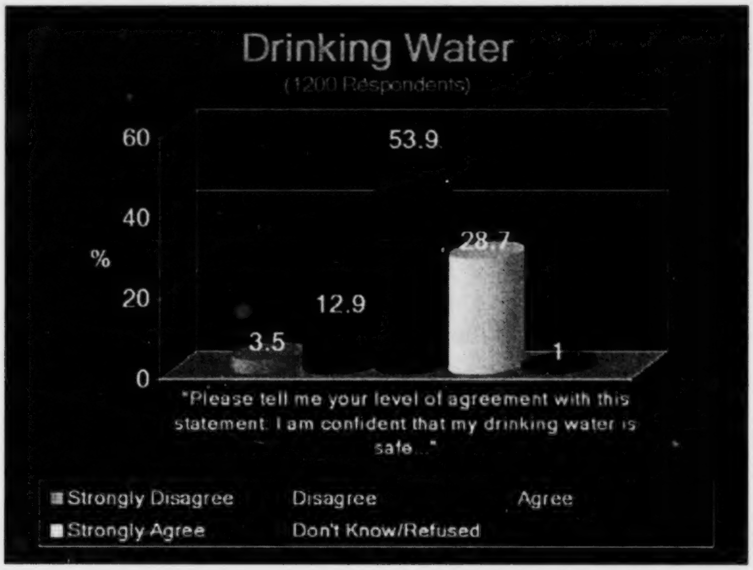


Chart 47 aggregates the results of the previous chart. This aggregation shows 82.6% of survey respondents *Agree* their Drinking Water is Safe.

Chart 47

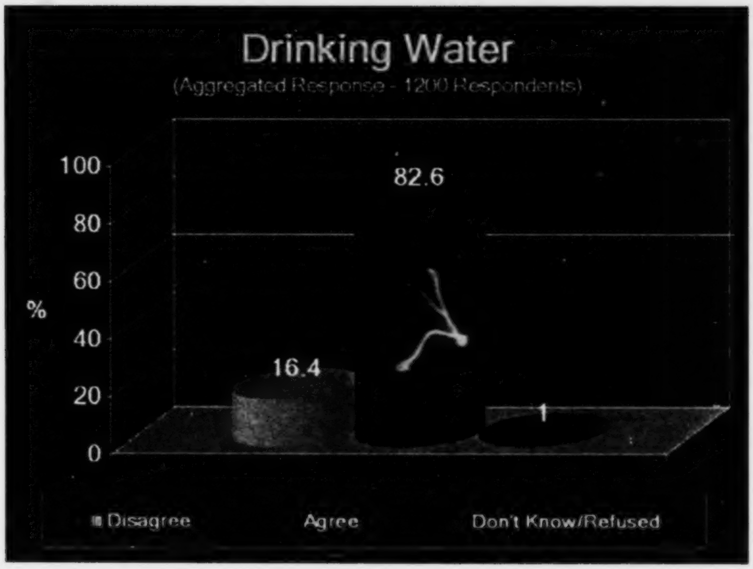


Chart 48 shows Self-Employed respondents were the *least likely* to *Strongly Agree* their Drinking Water is Safe (18.6% vs. 28.7% for the Total Sample). At the other end of the scale, respondents with a Household Income of $80,000 to $100,000 per year were the *most likely* to *Strongly Agree* their Drinking Water is Safe (38.3% vs. 28.7% for the Total Sample).

Chart 48

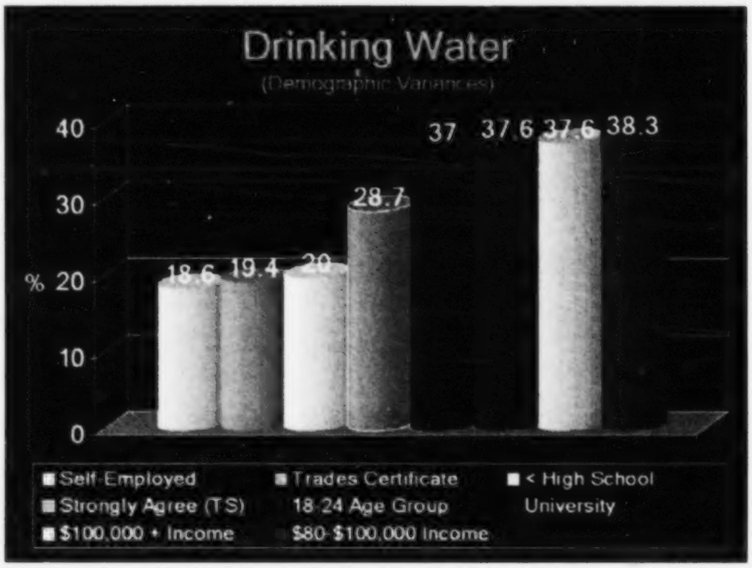


Chart 49 shows 14.5% of respondents *Strongly Agree* with the statement: "I am willing to Pay More to improve the safety or the quality of my drinking water"; 53.3% of respondents *Agree* with this statement.

Chart 49

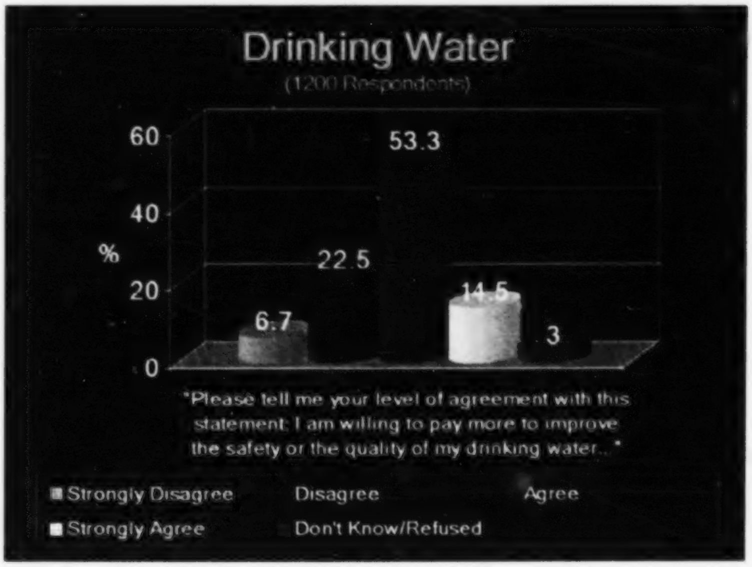


Chart 50 aggregates the results of the previous chart. This aggregation shows 67.8% of survey respondents *Agree* with the statement: "I am willing to Pay More to improve the safety or the quality of my drinking water".

Chart 50

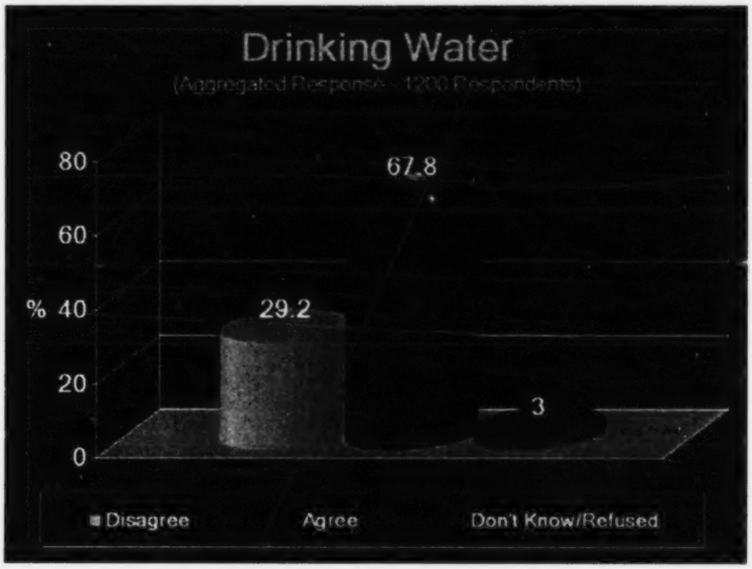
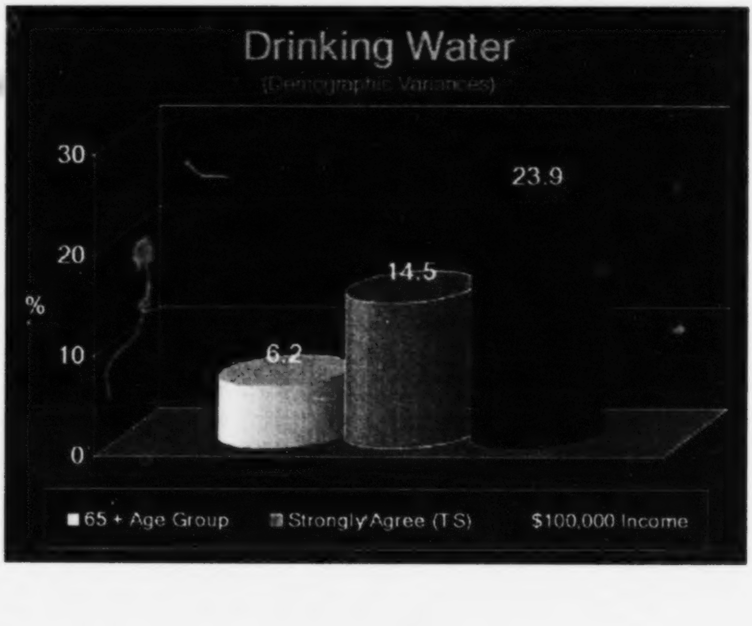


Chart 51 shows respondents 65 Years of Age and Older were the *least likely* to *Strongly Agree* with the statement: "I am willing to Pay More to improve the safety or the quality of my drinking water" (6.2% vs. 14.5% for the Total Sample). At the other end of the scale, respondents with a Household Income of $100,000 or More per year were the *most likely* to *Strongly Agree* with this statement (23.9% vs. 14.5% for the Total Sample).

Chart 51



VI. Demographics Characteristics of Survey Respondents

The following charts display the demographic characteristics of the 1200 respondents who completed the Saskatchewan Omnibus Survey.

Chart 52

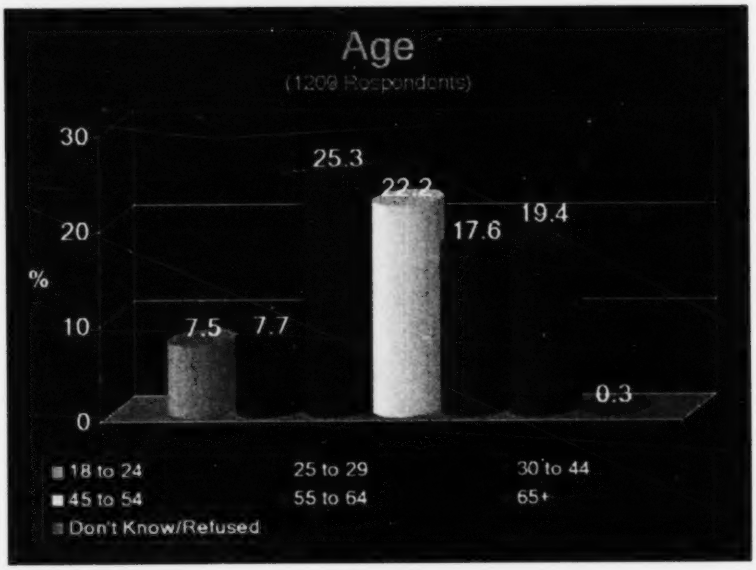


Chart 53

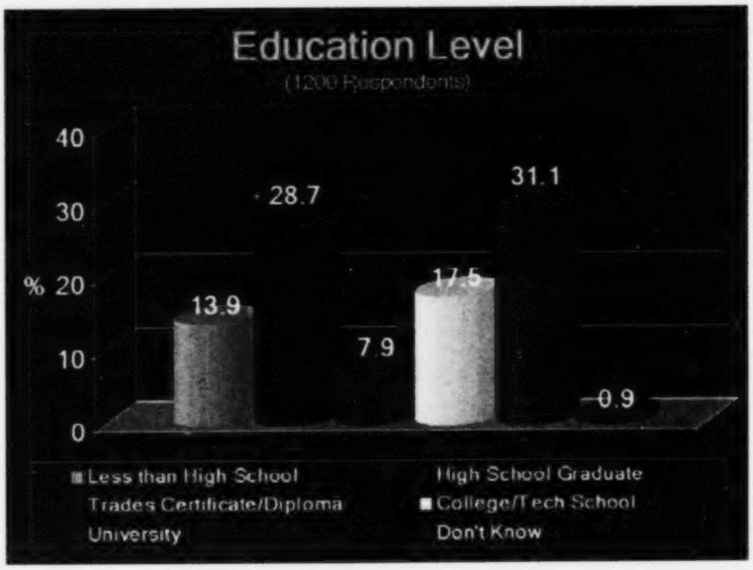


Chart 54

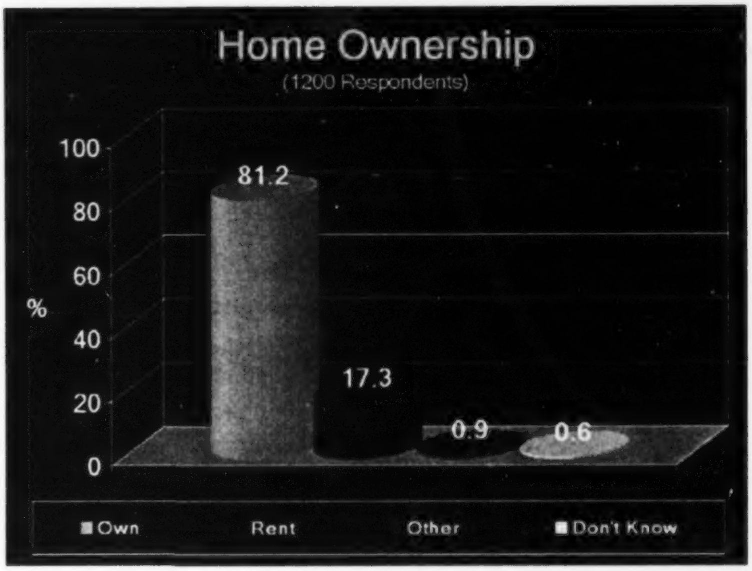


Chart 55

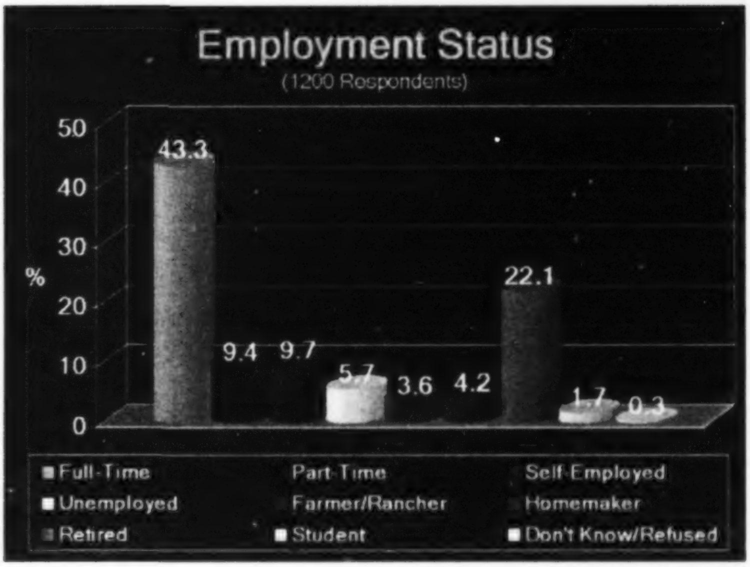


Chart 56

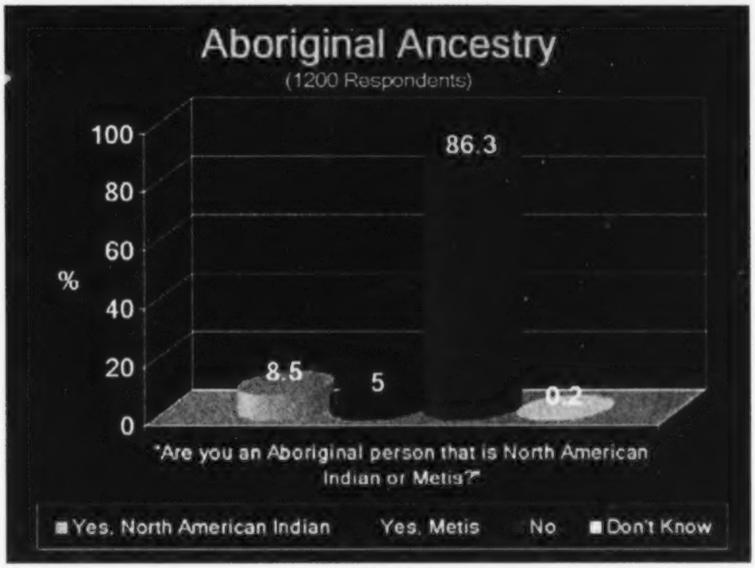


Chart 57

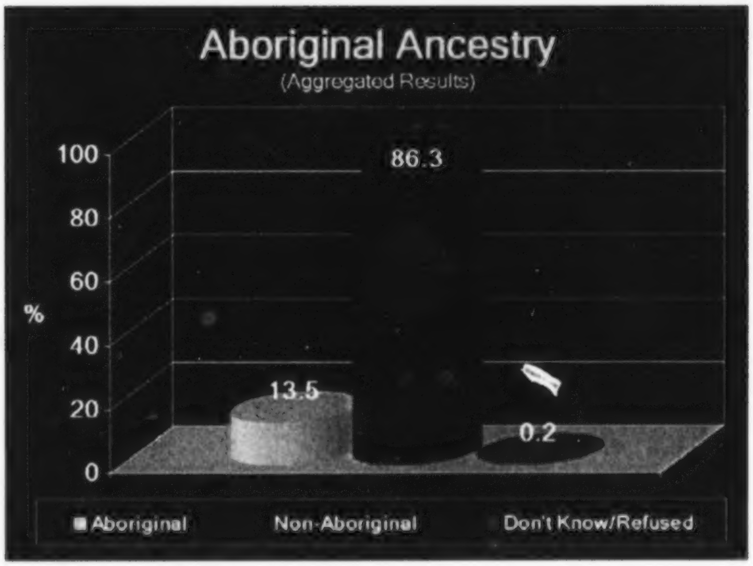


Chart 58

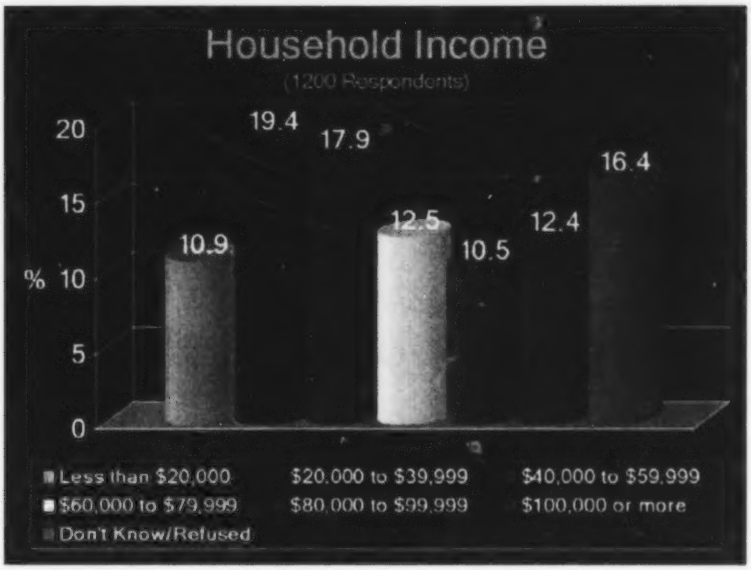


Chart 59

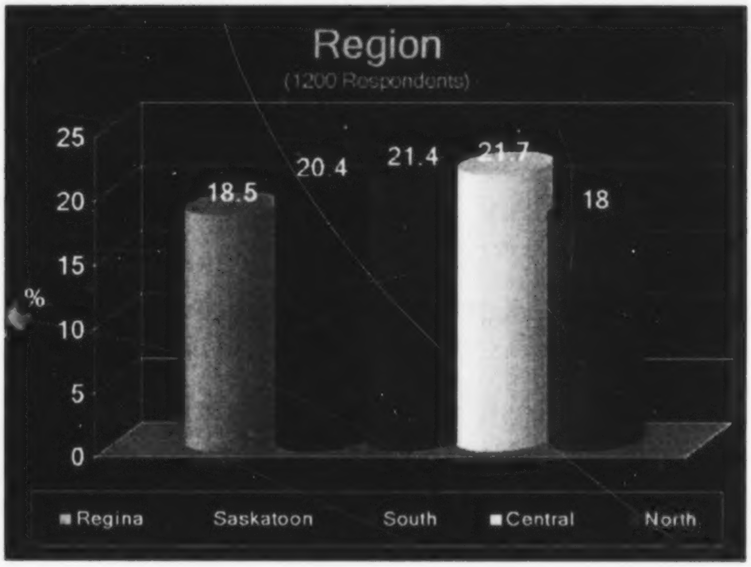
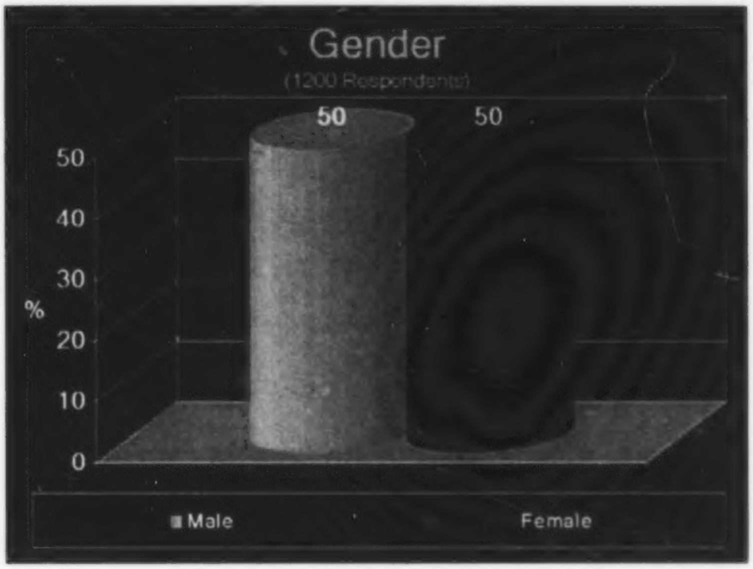


Chart 60



Completed May 31, 2007

Department/Crown commissioning the work:

SaskPower - Shand Greenhouse

Date:	**February, 2007**
Supplier:	Sigma Analytics
Cost:	$6,678.00

Highlights

- About a third (34%) of Saskatchewan residents are aware of the Shand Greenhouse (34%), down from 2004 (41%) but up from the 2003 survey (22%).

- Major media are the primary sources of the public's information about the Shand Greenhouse. Newspapers are the main source (33%), followed closely by television (21%).

- When those aware of Shand were asked about the main message they received about Shand, half (50%) were able to identify a message compared to 41% in 2004.
    - One-third (33%) of these identified growing plants as the main message, followed by using waste heat (17%).

- More than a quarter (27%) of those aware of the Shand Greenhouse correctly identified the growing of "trees, shrubs, wildflowers, and grasses" as the specific greenhouse output. This level is down from 32% in 2004 and 40% in 2003.
    - The decline in awareness here is reflected in the steady increase in the size of the "don't know" category to 68% in the current survey from 59% in 2004 and 51% in 2003.

- As for the main use of the specific greenhouse products, two-thirds (67%) identified the environment and conservation planting compared to higher levels in 2004 (75%) and 2003 (84%).

- When presented with five plausible options about SaskPower's overall goals for the operation of the Shand Greenhouse, less than half (45%) of respondents correctly identified "to help sustain the environment", which is down from 49% in 2004.

- Saskatchewan people strongly endorse SaskPower's use of the Shand Greenhouse for larger environmental protection goals.
    - On a five-point scale (1="Very unimportant"; 5="Very important"), fully 78% of respondents are on the positive side of the scale, including half (51%) who feel it is **very** important for SaskPower to operate the program
    - The mean response level (4.21) is exceptionally high and up from 4.16 in 2004.

Methodology

Computer-assisted telephone interviews were conducted December 4 and 5, 2006 of a random sample of Saskatchewan residents that was stratified by geographical regions to ensure adequate provincial coverage.

The 512 completions would yield a general margin of error of plus or minus 4.4% at the 95% confidence level.

Only statistically significant demographic relationships are reported (at the 95% confidence level).

Survey Results

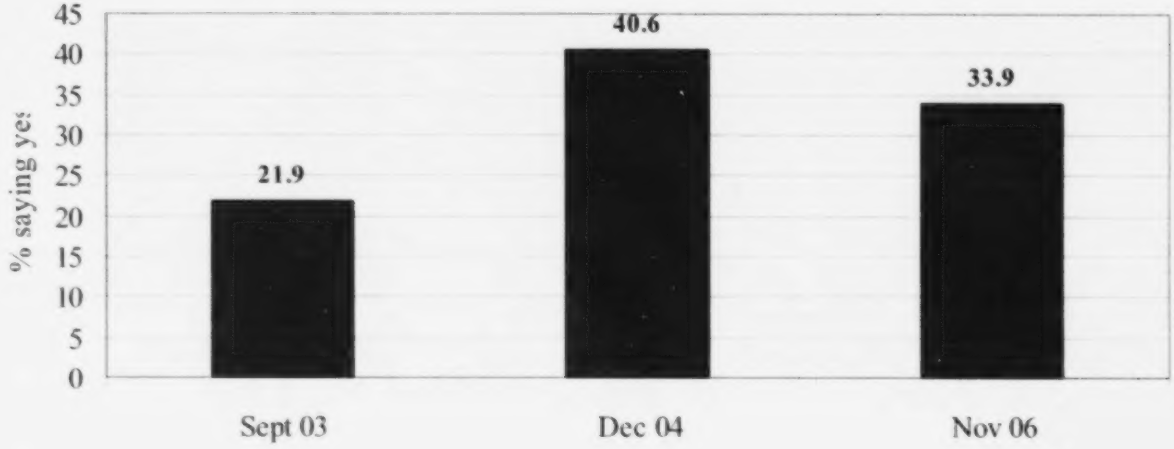
A1. In the last couple of years, have you read, seen or heard anything about SaskPower's Shand Greenhouse?

About a third (33.9%) of respondents have read, seen, or heard about SaskPower's Shand Greenhouse.

Change Since September 2003

The percentage of people who have heard about SaskPower's Shand Greenhouse has decreased somewhat from 2004.

A1. Have you ever heard of SaskPower's Shand Greenhouse?
Trend Line -- Sept 03 to Nov 06

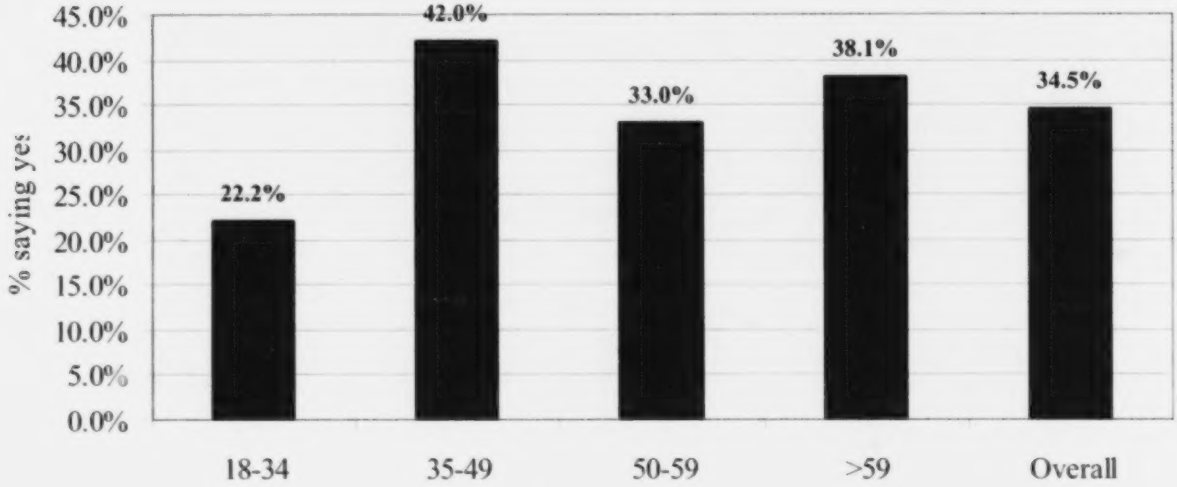


Statistically Significant

Age

The awareness level in the age range of 35-49 (42%) is nearly double that of the youngest age group (chart below). The >59 category percentage (38%) is very similar to the overall average which may be the result of combining the more informed 60-69 age category with the less informed >69 category as there was a large difference between the two groups in 2003. The awareness level is substantially below the mean in the 18-34 age category.

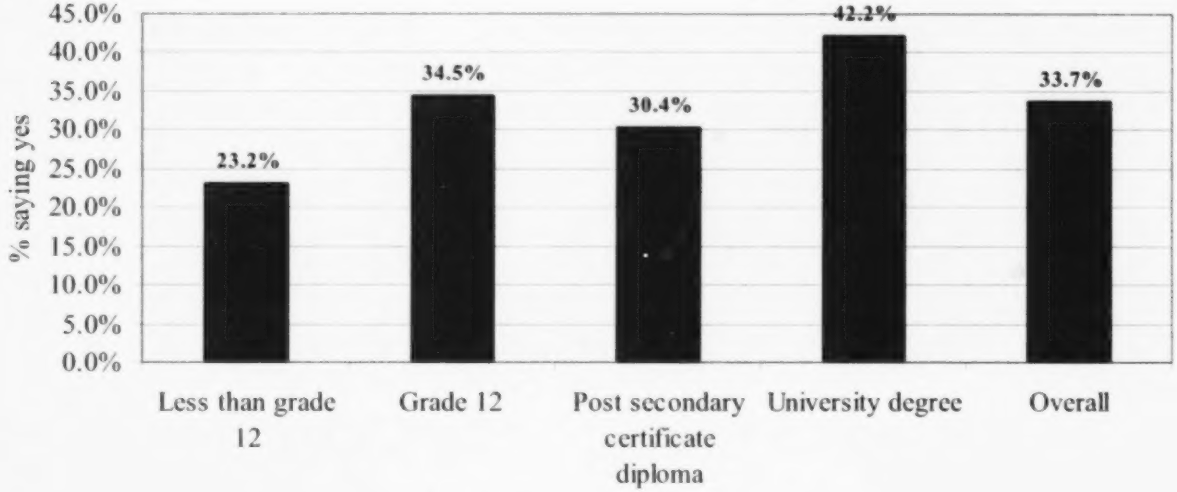
A1. In the last couple of years, have you read, seen or heard anything about
SaskPower's Shand Greenhouse?
By Age



Education

Not surprisingly, those respondents with a university degree had the most awareness (42%) about SaskPower's Shand Greenhouse (chart to follow). Those with less than Grade 12 are substantially less aware (23%) than the overall mean of 34%.

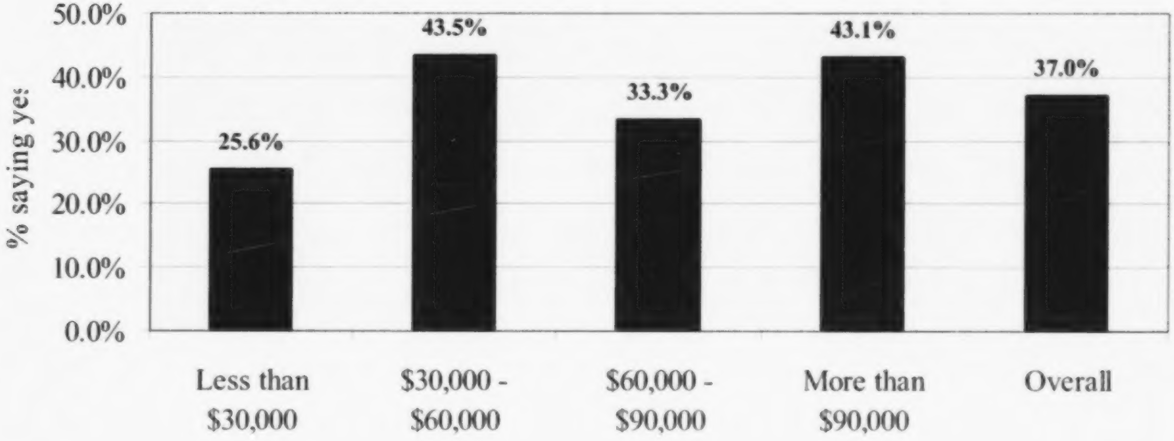
A1. In the last couple of years, have you read, seen or heard anything about SaskPower's Shand Greenhouse?
By Highest Educational Level Completed



Income

There appears to be two income groups, $30,000 to $60,000 and more than $90,000, which both have approximately the same level of awareness of SaskPower's Shand Greenhouse at rates of 44% and 43% respectively.

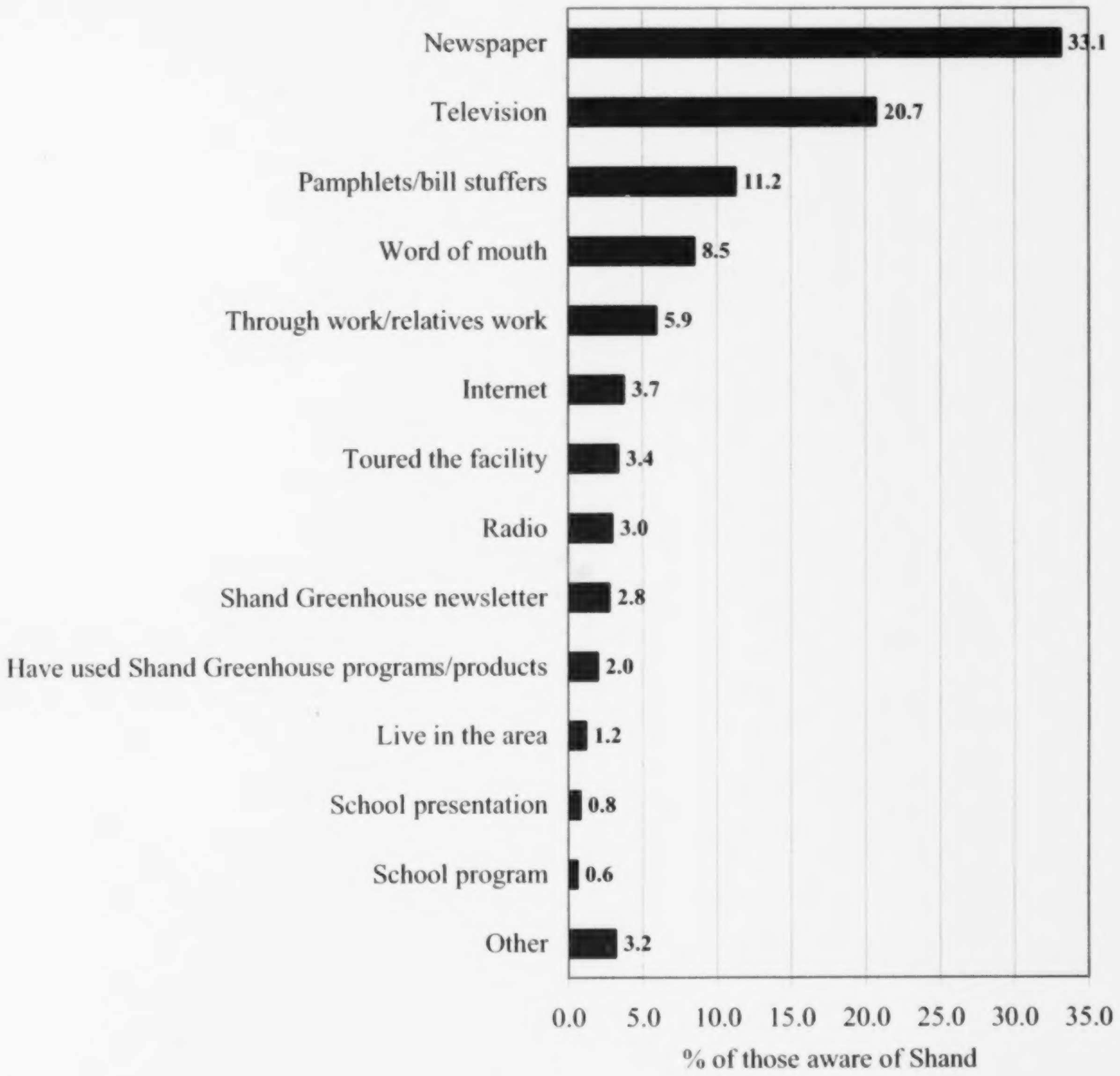
A1. In the last couple of years, have you read, seen or heard anything about SaskPower's Shand Greenhouse?
By Income



A1a. Where did you read, see, or hear about it?

Newspapers accounted for one third (33%) of sources of information with television also accounting for a large proportion (21%). Alternative sources of information which proved to be popular were pamphlets (11%) in third place and word of mouth (9%) in fourth place, an increase from 2003 when they had ranked fifth and sixth, respectively.

A1a. Where did you read, see, or hear about it?

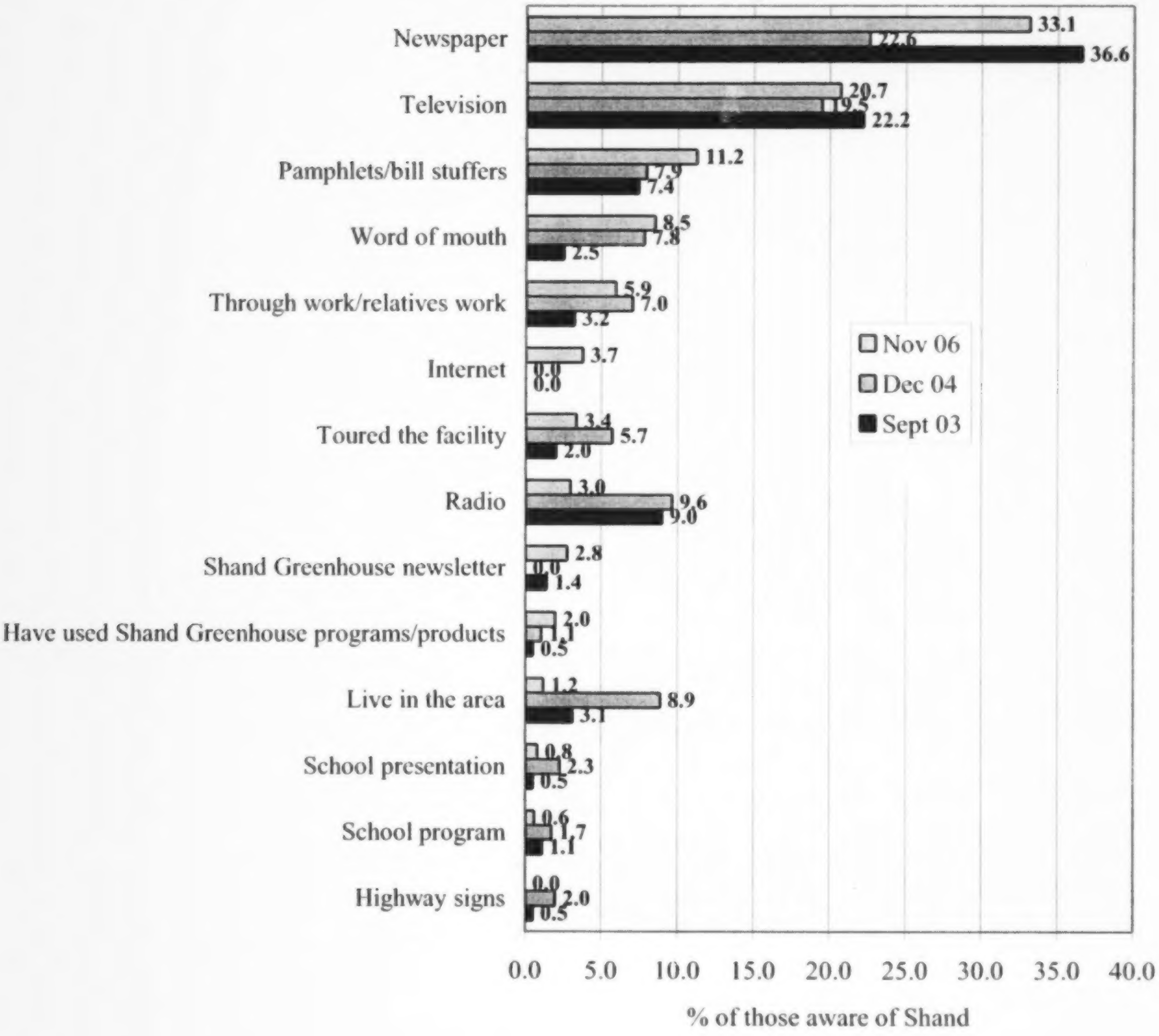


Change Since September 2003

The chart below shows information sources about Shand and changes in these levels since 2003.

- After decreasing sharply in 2004, newspapers neared the same level (33%) as in 2003.
- Radio as a source of information decreased substantially to 3% from 2003 and 2004.
- Notably, those who reported they lived in the area also significantly decreased to 1%.

A1a. Where did you read, see, or hear about it?
Trend Line -- Sept 03 to Nov 06



A1b. What did you read, see or hear about SaskPower's Shand Greenhouse?

Among Respondents Aware of Shand

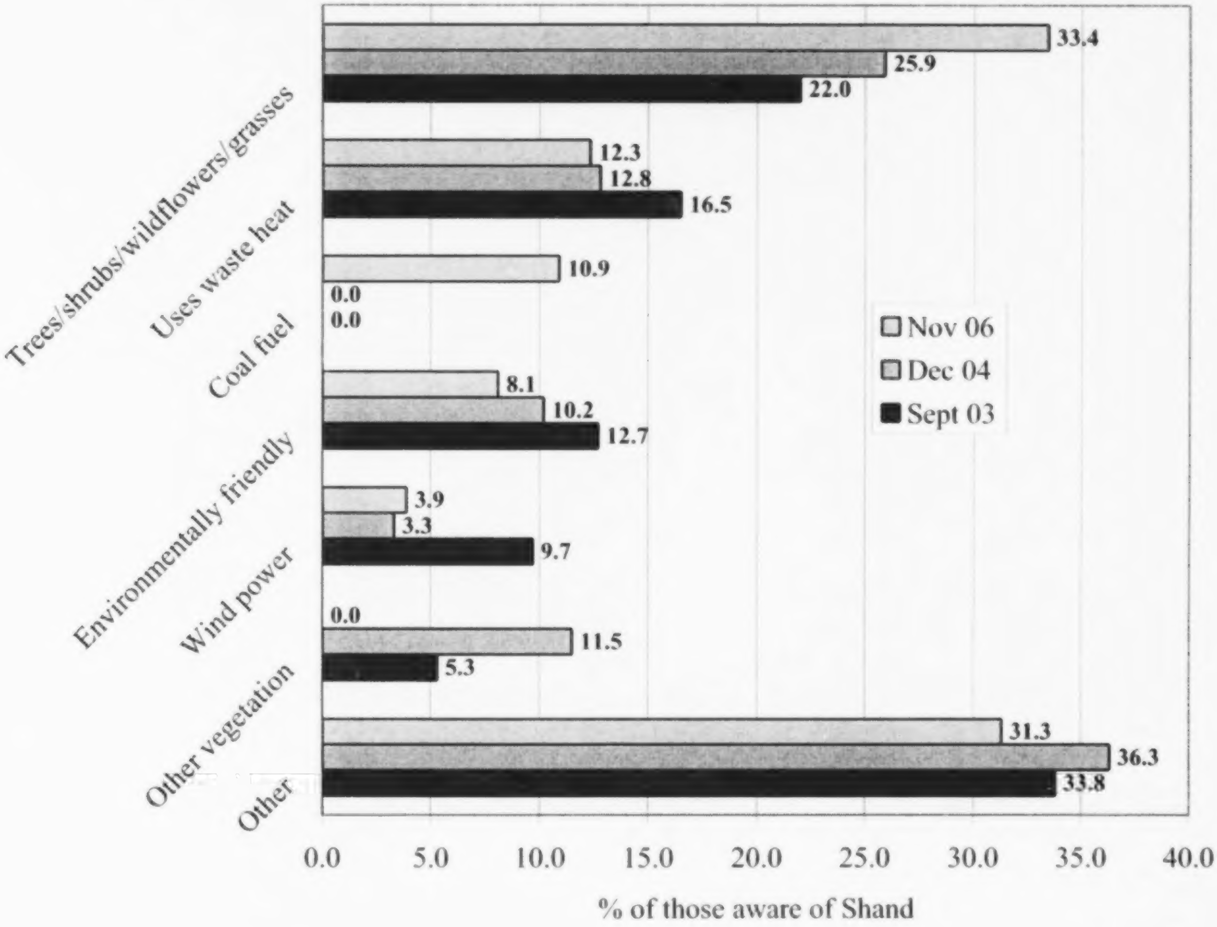
Half (49.7%) of respondents aware of Shand recalled a main message, down from 58.8% in 2004.

Among Respondents Identifying a Message

About a third of respondents (33%) correctly identified the specific products SaskPower's Shand Greenhouse produces, a steady increase since 2003 and a sharp increase from 2004 (chart below).

- Coal fuel, not previously identified, accounted for 11% of the responses.

A1b. What did you read, see or hear about SaskPower's Shand Greenhouse?
Trend Line -- Sept 03 to Nov 06



A2. Do you know what is produced at SaskPower's Shand Greenhouse?

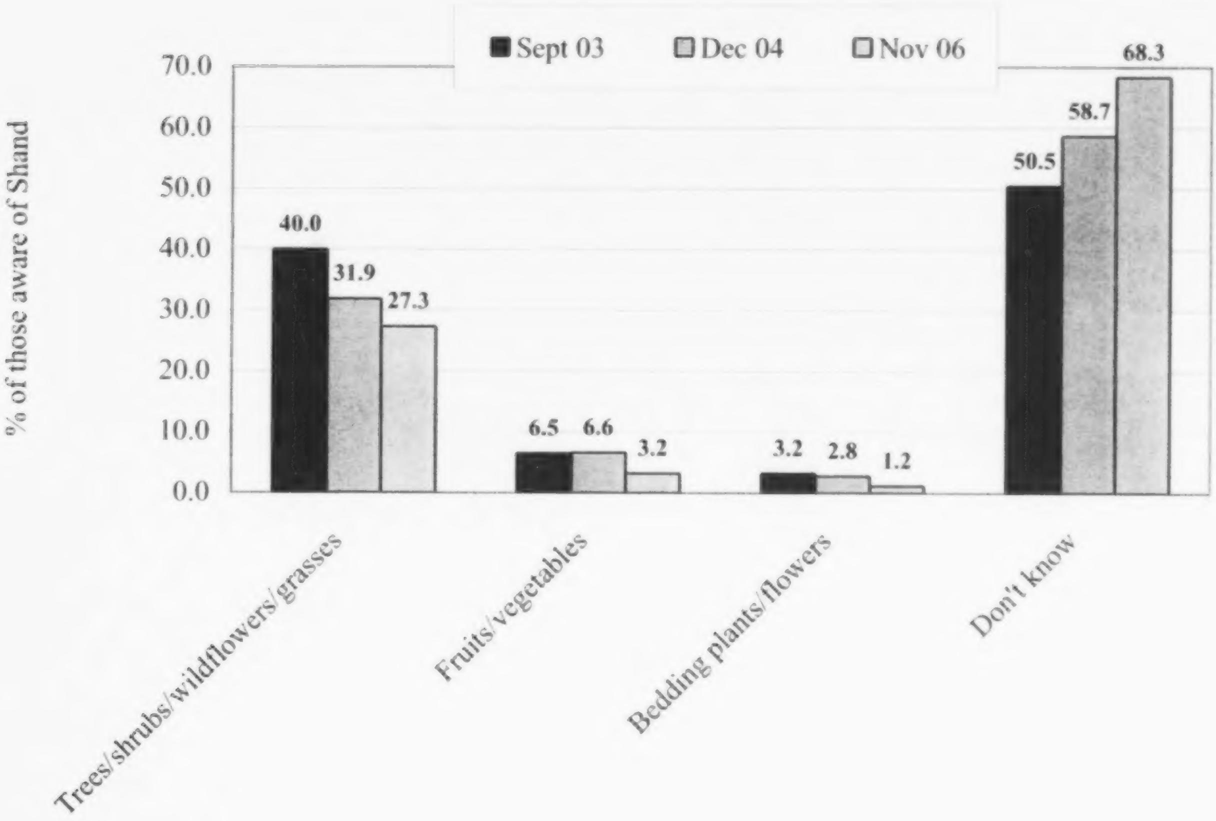
Among Respondents Aware of Shand

There has been a steady decline in awareness of Shand's specific products (chart below).

- Correspondingly, the 'don't know' category has increased steadily.

Since incorrect responses have dropped, this is a true decline in awareness.

A2. Do you know what is produced at SaskPower's Shand Greenhouse?
Trend Line -- Sept 03 to Nov 06

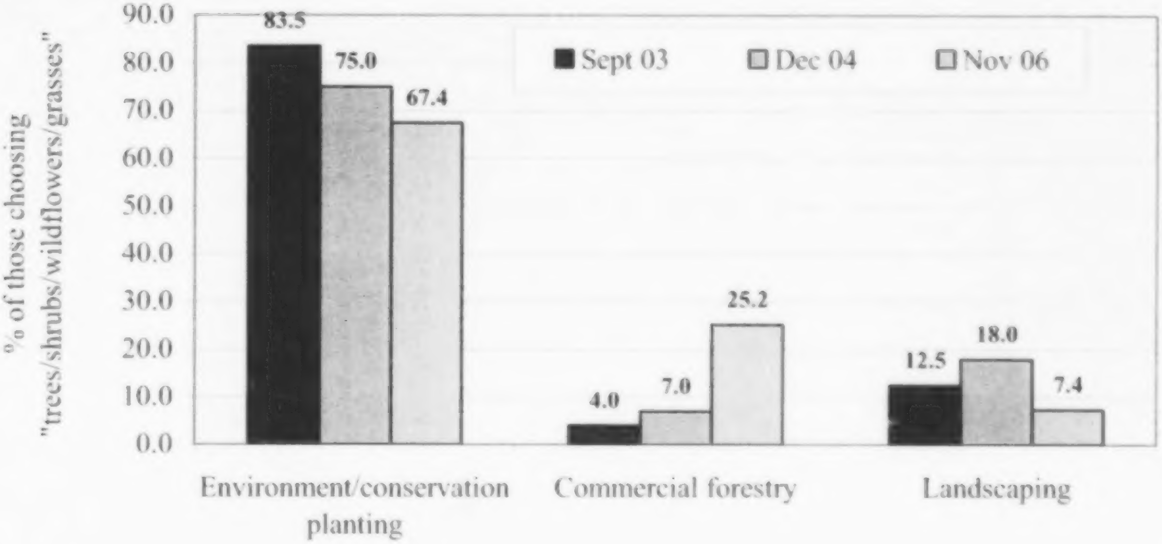


A2a. What is the main use for these plants? Is it…

Among Respondents Aware of Shand

Awareness of the environmental focus of Shand's production is also on the decline (chart below).

- While two-thirds (67%) identified "environment/conservation planting" as the main use for the plants grown at Shand Greenhouse, this response level has declined steadily since 2003.
- There is a sharp increase in identifying commercial forestry.



A2a. What is the main use for these plants?
Trend Line -- Sept 03 to Nov 06

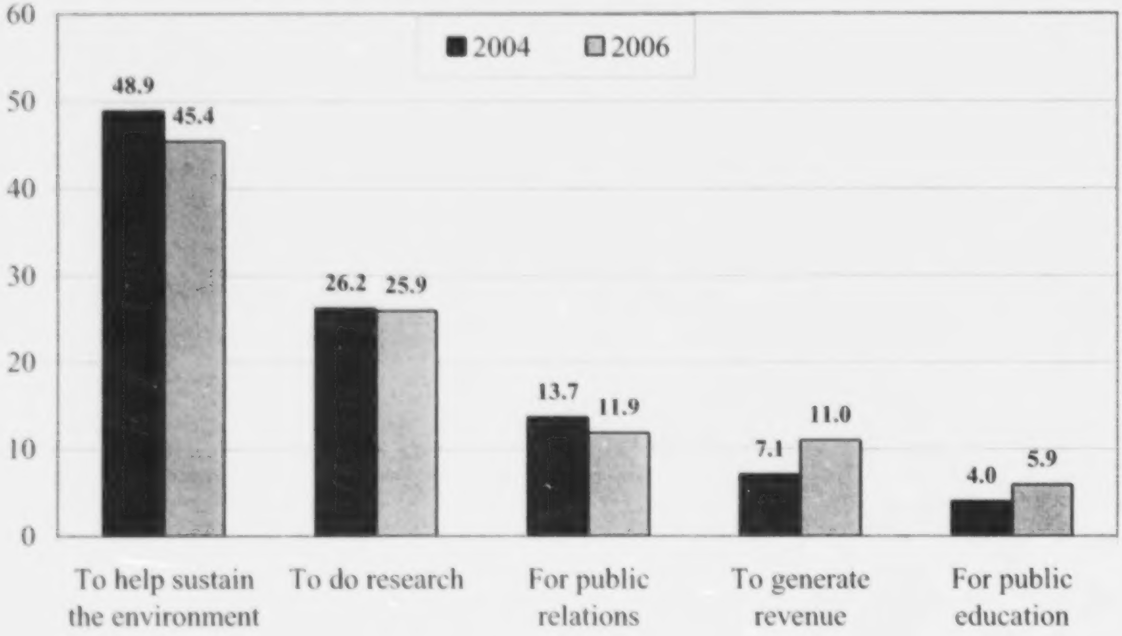
A3. Of the following, which do you think is the primary reason that SaskPower operates Shand Greenhouse? Is it ...

Among Respondents aware of Shand

While nearly half (45%) believes the primary reason SaskPower operates the Shand Greenhouse is for environmental purposes, this proportion has slipped somewhat since 2004 (chart below).

- The perception that revenue generation is the purpose has grown since 2004.

A3. Of the following, which do you think is the primary reason that SaskPower operates Shand Greenhouse? Is it ... READ:

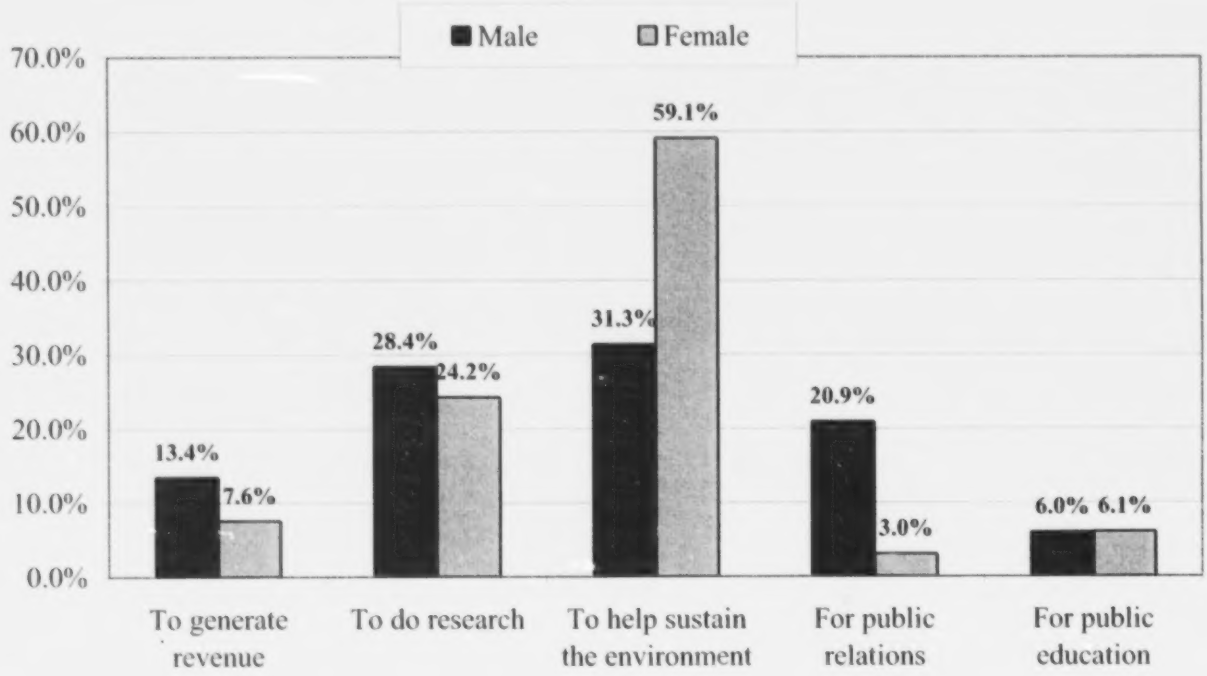


Gender

A majority of females (69%) chose 'help sustain the environment', more than double what males (31%) thought (chart below).

Males (21%) are far more likely than females (3%) to identify public relations as the primary reason SaskPower operates the Shand Greenhouse.

A3. Of the following, which do you think is the primary reason that SaskPower operates Shand Greenhouse?
By Gender

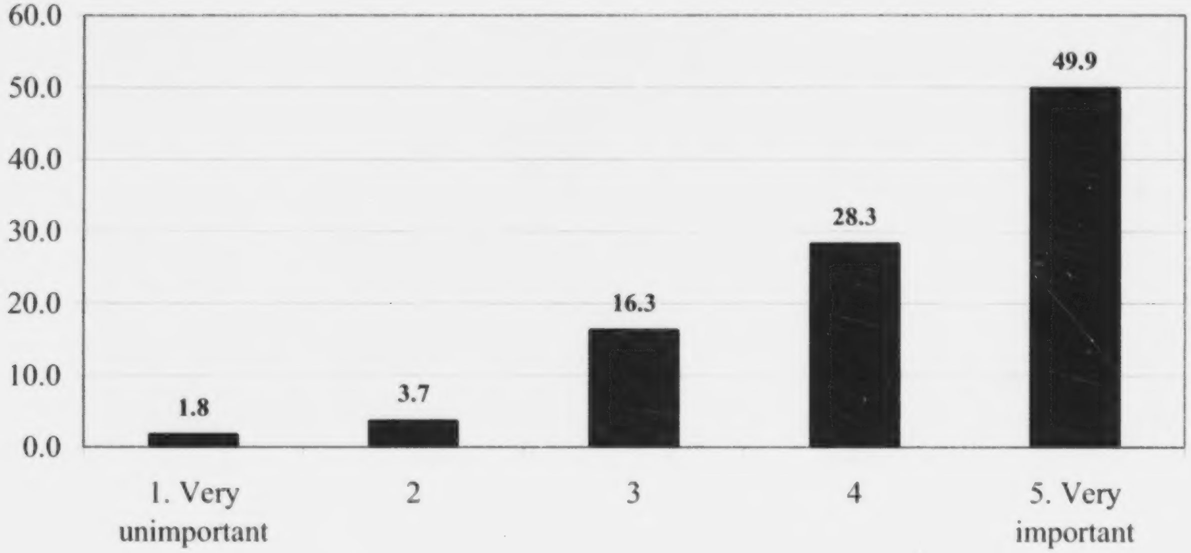


A4. The main goal of the SaskPower Shand Greenhouse is to help protect the environment. On a 1 to 5 scale where 1 is "Very unimportant" and 5 is "Very important", how important is this program for SaskPower?

This mean response is very high at 4.21, indicating that respondents believed the Shand Greenhouse is an important initiative for SaskPower. The means response level is up somewhat from 4.16 in 2004.

- More than three-quarters (78%) of those surveyed responded positively with only 6% on the 'negative' side.

A4. The main goal of the SaskPower Shand Greenhouse is to help protect the environment. On a 1 to 5 scale where 1 is Very unimportant and 5 is Very important, how important is this program for SaskPower?
(Mean Response Level = 4.21)

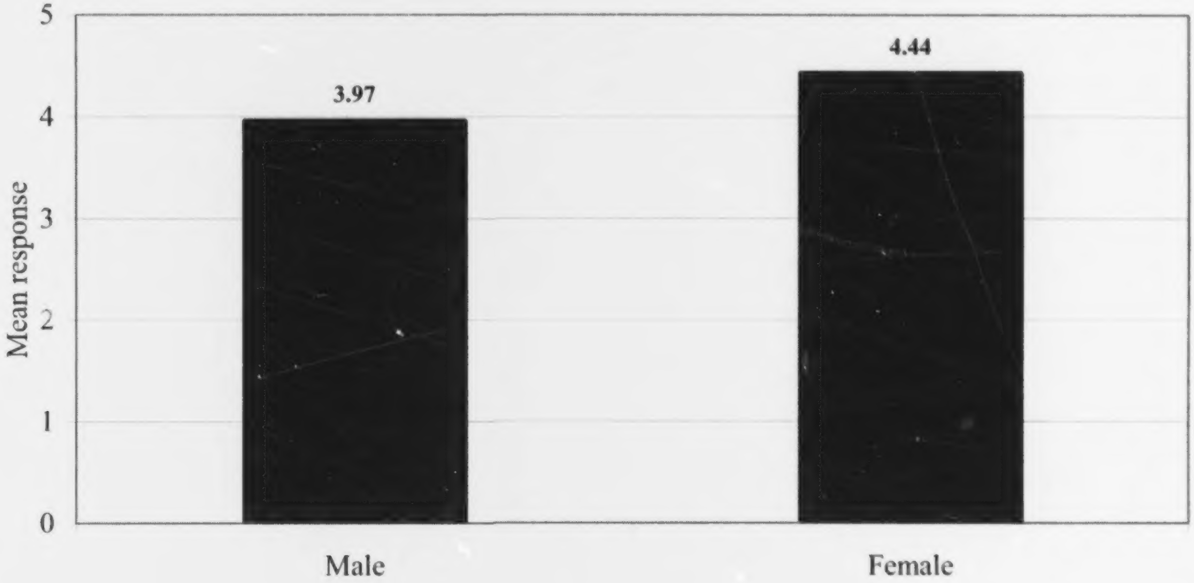


Statistically Significant

Gender

Females place more importance (4.44) on the statement "The main goal of the SaskPower Shand Greenhouse is to help protect the environment" than men do (3.97) with regards to the importance of the program for SaskPower.

A4. The main goal of the SaskPower Shand Greenhouse is to help protect the environment. On a 1 to 5 scale where 1 is Very unimportant and 5 is Very important, how important is this program for SaskPower?
By Gender



Department/Crown commissioning the work:

SaskPower - 2007 Winter Power Savings Media Campaign

Date:	**February, 2007**
Supplier:	Insightrix Research, Inc.
Cost:	$ 5,119.27

2007 Winter Power Savings Campaign Evaluation Research

A
BRILLIANT
WAY TO
SAVE
MONEY

Pre- and Post-Campaign Survey Results
February 6 - 10 & April 3 – 7, 2007

Introduction

SaskPower's Winter Power Savings Campaign ran from February 12 to March 31, 2007. The purpose of the campaign was to increase customer awareness and promote the benefits of energy efficient compact fluorescent light bulbs (CFLs).

To evaluate the campaign and measure results, a pre-campaign survey was conducted from February 6 to 10, and a post-campaign survey was conducted April 3 to 7. The results of the research are highlighted in this report.

Recall of campaign messages

About 65.5% of Saskatchewan residents heard a message from SaskPower, with the majority indicating "switch to energy efficient light bulbs" as the message they heard.

This significantly increased by 5% to 65.5% compared to the pre-campaign research results in February.

The major characteristics for those who had seen or heard a message from SaskPower were:

- A high school education (22%), some post-secondary education (21%), or post-secondary degree (20%),
- Non-aboriginal people (95.8%), and
- Female (62.5%).

- A total of 46% (equivalent to 31% of all respondents) indicated the main message was about using energy efficient light bulbs. This was a significant increase of 40% (equivalent to 27% of all respondents), compared to the pre-campaign research results in February.
- 10% (equivalent to 7% of all respondents) mentioned seeing or hearing to turn off lights or to change light bulbs.
- Another 18% (equivalent to 12% of all respondents) said the main message was about tips on saving power and conserving energy.
- 11% (equivalent to 8% of all respondents) indicated that the main message was about using energy efficient appliances and furnaces (spill over of messaging from previous campaigns).

Information source from which you heard or saw the message

About two thirds (66%) of all respondents indicated that they had seen or heard a message from SaskPower, and they indicated the information source from which they heard or saw the message. A total of 52% of those (equivalent to 35% of all respondents) saw the message from TV advertisements, 50% (equivalent to 33% of all respondents) saw the message on a bill stuffer. Meanwhile, more customers indicated they saw the messages in newspaper ads or articles, which was a significant increase of 11% to 26% (equivalent to 17% of all respondents), compared to pre-campaign results. Another 7% (equivalent to 5% of all respondents) said they got the message from a direct mail piece that came separate from their power bill.

Change the way you use electricity at home because of SaskPower's messaging

Results showed that many customers had changed the way they use electricity at home because of SaskPower's messaging. Of those who said they had seen or heard SaskPower's messaging, 50% (equivalent to 32.8% of all respondents) indicated they had changed the way they use electricity. This was a significant increase of 11% from 38.7% in the pre-campaign results.

What have you changed about the way you use electricity?

The top three responses were:

- 60% (equivalent to 20% of all respondents) used energy efficient light bulbs.
- 49% (equivalent to 16% of all respondents) indicated they turned off their lights, and
- 32% (equivalent to 11% of all respondents) turned down the heat.

The response "using energy efficient bulbs" significantly increased by 18%, from 41% in the pre-campaign survey to 60% in the post-campaign results.

Lighting

Use of energy efficient compact fluorescent light (CFL) bulbs

Post-campaign results indicate that there was a significant increase in the use of CFL bulbs in Saskatchewan households. The number of non-CFL users in Saskatchewan decreased from 35 per cent (pre-campaign) to 28 per cent (post-campaign).

The average number of CFLs used in the homes of residents increased from 5.5 bulbs (pre-campaign) to 6.11 bulbs (post-campaign).

Type of lighting used	February 2007	April 2007
Use CFL bulbs	63.1% (5.2)	**72.6% (6.11)**
Use standard incandescent light bulbs	89.8% (10.89)	**88.6% (9.88)**
Use long fluorescent tube lights	60.6% (2.83)	**60.8% (2.81)**
Use halogen light bulbs or tube lights	31.4% (1.17)	**25.1% (0.83)**
Use other types of lights	1.2% (0.05)	**1.2% (0.01)**

Percentages and the averages are based on all respondents (400)

Use of traditional lights or bulbs

Post-campaign results showed that fewer numbers of traditional lights or bulbs were used households, particularly standard incandescent light bulbs. However, this change was not statistically significant.

Households replacing light bulbs with CFLs in the past 12 months

In the post-campaign survey, the percentage of respondents reporting replacing light bulbs in their home with CFLs increased overall. The average number of bulbs replaced with CFLs in the past 12 months increased from an average 2.16 per household in the pre-campaign results to 3.5 bulbs replaced in the post-campaign results.

# of bulbs replaced with CFLs	Feb 2007	Apr 2007
None	60%	**45%**
1 to 5	25%	30%
6 to 10	11%	**17%**
11 to 20	3%	6%
over 20	1%	1%
Total	100%	100%
Average	2.16	3.5

Percentages and average are based on all respondents (400)

Reasons for using CFLs

The major reasons for using CFLs were:

- To save energy or energy efficiency (50% of all respondents)
- To save money on power bill (19% of all respondents)
- CFLs last longer/ don't have to replace as often (16% of all respondents)
- CFLs offer better light (11% of all respondents)

Overall satisfaction with the use of CFLs

Of the 72.6% of respondents who are CFL users, 61% (equivalent to 44.6% of all respondents) were satisfied with their CFLs; however, the overall satisfaction of those using CFLs had decreased by 8% compared to pre-campaign survey results. This decrease is statistically significant.

Overall, the major positive or negative reasons for using CFL bulbs were:

Positive:

- Better light (18% of all respondents)
- Save energy/ energy efficiency (13% of all respondents)
- Last longer (11% of all respondents, positive reason)

Negative:

- Delay in light coming on/ Not instant-on/ Takes too long to warm up/ reach its full brightness (15% of all respondents)
- Not bright enough (13% of all respondents)

Major reasons for satisfaction/ dissatisfaction with CFLs & characteristics of respondents, by satisfaction level

Satisfied with CFLs (61.5% of all respondents)

Reasons:

- Better light (37.4% of satisfied users)
- Save energy/ Energy efficiency (26.8%)
- Last longer (23.5%)
- Save money on my power bill (10.6%)
- Not light enough (11%)

Characteristics of group:

- A high school education (28.5%), some post-secondary education (17%), or post-secondary degree (26.8%), and own a household (90.5%).

Neutral satisfaction with CFLs (29.8% of all respondents)

Reasons:

- Take too long to warn up/ Delay in light coming on/ Reach its full brightness (31% of neutral customers)
- Not light enough (23%)
- Don't like the color of light (19.5%)

Characteristics of group:

- A high school education (24%), some post-secondary education (17%), or post-secondary degree (34.5%), and own a household (90.5%).

Dissatisfaction with CFLs (5.5% of all respondents)

Reasons:

- Not bright enough (50% of dissatisfied users)
- Take too long to warn up/ delay in light coming on/ reach its full brightness (37.6%)
- Too expensive (25%)
- Don't last longer (18.8%)
- Bulbs too big/ don't fit in my light fixture (18.8%)
- Ugly-looking bulbs/ looks ugly in an exposed fixture (12.5%)

Characteristics of group:

- With a high school education (18.8%), some post-secondary education (31%), or post-secondary degree (19%), and own a household (82%).

Typical rooms with at least one compact fluorescent light bulb

A total of 72% (291 out of 403) respondents indicated that some CFL bulbs were used in their household. Most CFL bulb users indicated that they installed CFL bulbs in their living room or family room (60% of CFL users, equivalent to 41% of all respondents), bedroom (58%, equivalent to 44% of all respondents), kitchen (56%, equivalent to 42.3% of all respondents), bathroom or dining room (42% for each, equivalent to 31% of all respondents), hallway (39%, equivalent to 29% of all respondents or front entrance (36%, equivalent to 26% of all respondents). In the post-campaign survey, more CFL users had reported installing CFLs in their bathroom, a significant increase of 7% from the pre-campaign survey.

Purchase ENERGY STAR® qualified compact fluorescent light bulbs

Of those who were CFL bulbs users (72% of all respondents), about 38% of CFL bulbs users (equivalent to 27% of all respondents) said they purchased ENERGY STAR qualified compact fluorescent light bulbs. In the post-campaign survey, the percentage of customers who said they purchased ENERGY STAR qualified CFL bulbs dropped by 10% from the pre-campaign results. This decrease is statistically significant. Meanwhile, more customers (53.6% of CFL bulbs users, equivalent to 38.6% of all respondents) did not pay attention to whether the CFLs they purchased were ENERGY STAR qualified or not.

Those who own a household (93.6%) were more likely to say they purchased ENERGY STAR qualified CFL bulbs.

Reasons for not using CFLs

Non-CFL users (28% of all respondents) indicated why they don't use CFL bulbs.

Reasons:

- Waiting for old bulbs to burn out (37% of non-CFL users, equivalent to 10% of all respondents)
- Too expensive (15% of non-CFL users, equivalent to 2% of all respondents)

Seasonal LED Light Strings

Use of holiday lights in general

Approximately 62% of respondents said they use holiday light strings (of any type) in their households. The percentages of using holiday light strings did not significantly change within the past six months.

Holiday light users and non-users

	2006 Nov.		2007 Feb.		2007 April.		Difference
Holiday light string users	N	%	N	%	N	%	April-Feb.
Holiday light users	636	64%	240	60%	249	62%	2%
Non-Holiday light users	364	36%	160	40%	151	38%	
Sample size	1000		400		400		

Percentages are based on respondents (400).

Types of holiday light strings

Survey results show that small incandescent traditional bulb strings are the most popular type of holiday lighting used during the holiday season. A total of 37.5% of all respondents use small incandescent traditional bulb strings, while 18.3% use mini-lights, which include icicle style lights. Another 11.3% use large incandescent traditional bulb strings, and 23.8% use LED holiday light strings.

Numbers of holiday LED light strings purchased for home in the previous 12 months

A total of 15% of respondents reported that they purchased LED holiday light strings in the previous 12 months. This 12-month period captures the 2006 holiday season.

To use or not to use old incandescent seasonal strings

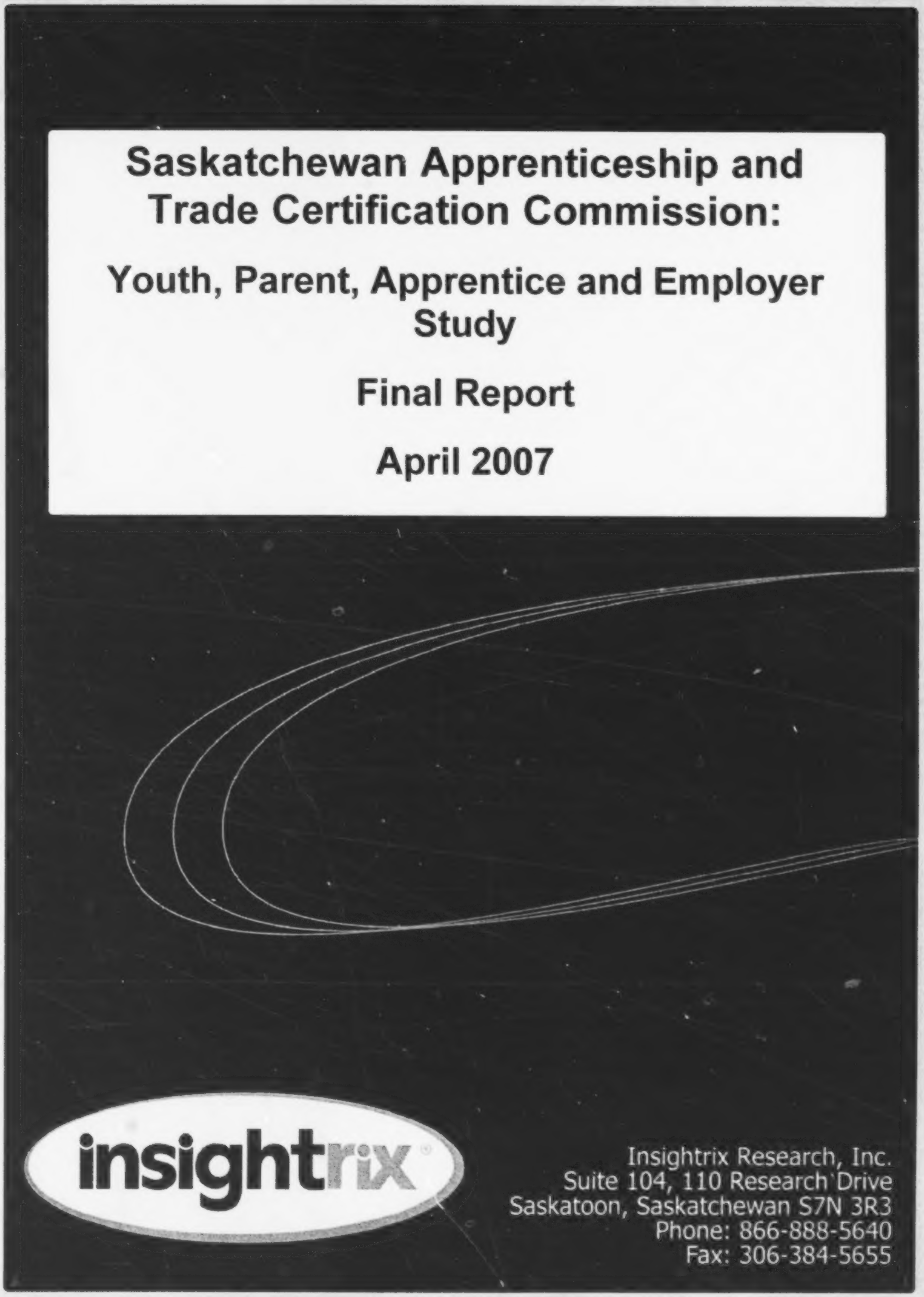
Of the 15% of all respondents who purchased holiday LED light strings in the past 12 months, 73% (equivalent to 20% of all respondents) said they would be likely to stop using old incandescent seasonal strings.

One in ten LED holiday light string users (10.5%, equivalent to 2% of all respondents) indicated that they would keep using old incandescent holiday light strings

Department/Crown commissioning the work:

Saskatchewan Apprenticeship and Trade Certification Commission

Date:	**April, 2007**
Supplier:	Insightrix Research, Inc. Saskatoon
Cost:	$9,885.00



Saskatchewan Apprenticeship and Trade Certification Commission:

Youth, Parent, Apprentice and Employer Study

Final Report

April 2007

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**Apprenticeship and Trade
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For:
Saskatchewan Apprenticeship and Trade Certification Commission

Executive Summary

In September 2006, SATCC contracted Insightrix Research Services to conduct multimode surveys with four distinct groups of people:

1. High school students who are making decisions about their post-secondary education
2. Parents/influencers of youth between the ages of 13 and 18 who are or will be making decisions about post-secondary education
3. Apprentices or recently certified journeypersons
4. Employers

The goals of the study were as follows:

- Gauge youth and parent awareness and perception of the trades
- Gauge apprentice satisfaction with SATCC training and programs
- Gauge employer satisfaction with apprentice quality

Following is a summary of the results of the study.

Youth Survey

The majority of the youth surveyed are between the ages of 15 and 18. Overall, 25.6% of respondents are from Assiniboia Composite High School. Another 18.4% are from Nutana Collegiate in Saskatoon, 17.3% are from North Battleford Comprehensive High School, 14.7% are from Cochrane High School in Regina, 14.3% are from Melville Comprehensive High School, and 9.8% are from Churchill Community High School in La Ronge.

When asked to indicate their first choice in post-secondary options, one third of respondents would choose SIAST or another technical college (33.1%). Another 27.1% would choose a university degree program and 27.1% would want a technical or trades job.

Respondents were then asked to indicate, realistically, the type of post-secondary education they would pursue, based on their experiences, funds, interest and ability. In total, 35% of respondents would be most likely to pursue SIAST or another technical college. Another 30.1% expect to pursue a technical or trades job and 24.1% expect to pursue a university degree program.

In the past year, 79.7% of respondents have thought about pursuing a career in the trades. Those who have considered a career in trades were instructed to indicate up to three of the most important reasons for considering it. Overall, 71.2% said that they enjoy hands-on work and doing "real" work. The next most common reason for considering a career in the trades is the pay (56.6%), followed by the availability of jobs (46.2%) and having a friend or relative in the trades (29.7%).

Respondents were instructed to indicate up to three of the most important factors that might keep them away from a career in trades. Overall, 32.3% said that the work involves a lot of time away from home. The next most common barrier to a career in the trades is the long hours, weekends and shift work (28.2%), followed by the pay (22.9%) and the physical demand of the trades (18.4%).

Three quarters of respondents have seen advertising in the past few months promoting career choices. Respondents are most likely to have seen advertisements from SIAST promoting diploma or certificate programs (36.8% of all respondents). Also, 29.7% have seen advertisements from the U of S and/or U of R promoting degree programs. One quarter of all respondents (25.6%) have seen advertising from some organization promoting trades careers.

When asked to indicate the career or education path that was recommended to them by their guidance counselor or another member of their school staff, 28.9% of respondents indicated SIAST or another technical college was recommended. Another 26.7% were given a recommendation to get a technical or trades job and 24.4% were recommended university.

When asked to indicate how they think one becomes a skilled tradesperson, respondents gave a variety of different responses. The most common response, at 31.2%, is working on the job and attending technical training for a few weeks each year. Close behind, at 25.2% is attending training at SIAST, then getting a job in the trades, followed by studying under a skilled tradesperson until you know what you're doing (22.2%).

Respondents were asked to indicate their level of agreement with a variety of statements regarding their perception of the trades on a scale of 1 to 5 where 1 was strongly disagree and 5 was strongly agree.

Respondents are most likely to agree or strongly agree that skilled trades are valued by society (73.2%), a career in skilled trades provides a great future (72.8%), and skilled tradespeople can get a job no matter what the economy is doing (42.7%). They are least likely to agree skilled trades are full of rednecks with few social skills (11.4%), skilled trades are for those who can't achieve the academic standing to attend university (14.5%), and it's difficult to get a job in a skilled trade unless you know someone in the business (14.7%).

	N	% Strongly Agree	% Agree or Strongly Agree
Skilled trades are valued by society	239	36.8	73.2
A career in a skilled trade provides a great future	246	43.1	72.8
Skilled tradespeople can get a job no matter what the economy is doing	213	11.7	42.7
Going to university is a much better choice than starting in the trades	233	14.6	24.9
The unions control entry to skilled trades	148	6.1	23.6
The pay in a skilled trade is a lot less than you could earn in an IT or Engineering position	205	7.8	23.4
It's difficult to get a job in a skilled trade unless you know someone in the business	231	5.6	14.7
Skilled trades are for those who can't achieve the academic standing to attend university	241	4.1	14.5
Skilled trades are full of rednecks with few social skills	238	5.9	11.4

Parent Survey

About four in ten parents surveyed (38.1%) have completed high school, but no post-secondary. The most common post-secondary completed is a university degree, at 28%. Another 21.2% have completed a college diploma and 5.9% have completed an apprenticeship program.

If they could have chosen any career or education path, most parents would have chosen a university degree (38.1%) or a technical college program (28.8%). Just under half of those who would have chosen a university degree program as their first choice actually have completed a university degree. One third of those who would have chosen SIAST or another technical college actually completed a college diploma.

One third of respondents would suggest that a young person get a technical or trades job. Another 29.7% would recommend SIAST or another technical college and 22% would recommend a university degree program.

About half of all respondents have personally considered a career in the trades. Respondents were instructed to choose up to three reasons that they considered a career in the trades. More than two thirds said that they enjoy hands-on work and doing “real” work. The next most common response was that the pay is supposed to be great (41.4%), followed by the availability of jobs.

When asked to indicate how they think one becomes a skilled tradesperson, most respondents think one must either work on the job and attend technical training a few weeks each year (44.1%) or attend training at SIAST then get a job in the trades (30.5%)

Respondents were asked to indicate their level of agreement with a variety of statements regarding their perception of the trades on a scale of 1 to 5 where 1 was strongly disagree and 5 was strongly agree.

Parents are most likely to agree or strongly agree a career in a skilled trade provides a great future (94%), skilled trades are valued by society (81.4%), and skilled tradespeople can get a job no matter what the economy is doing (42.6%). They are least likely to agree or strongly agree skilled trades are full of rednecks with few social skills (4.3%), going to university is a much better choice than starting in the trades (10.4%), and skilled trades are for those who can't achieve the academic standing to attend university (11.9%).

	N	% Strongly Agree	% Agree or Strongly Agree
A career in a skilled trade provides a great future	118	55.9	94.0
Skilled trades are valued by society	118	37.3	81.4
Skilled tradespeople can get a job no matter what the economy is doing	115	7.8	42.6
The pay in a skilled trade is a lot less than you could earn in an IT or Engineering position	111	2.7	22.5
The unions control entry to skilled trades	101	4.0	16.8
It's difficult to get a job in a skilled trade unless you know someone in the business	114	1.8	15.8
Skilled trades are for those who can't achieve the academic standing to attend university	118	1.7	11.9
Going to university is a much better choice than starting in the trades	115	2.6	10.4
Skilled trades are full of rednecks with few social skills	116	0.9	4.3

Comparisons Between Youth and Parents

When asked to indicate the one career path they would recommend to youth, one third of parents would suggest that a young person get a technical or trades job, which is more than would recommend SIAST or another technical college (29.7%), or a university degree program (22%).

Overall, 79.7% of youth respondents have thought about pursuing a career in the trades in the past year, while 49.2% of parents indicated they had considered a career in the trades at some point in their lives.

When asked to choose up to three reasons that they considered a career in the trades, the most common responses for both groups were that they enjoy hands-on woke and doing "real" work, the pay is supposed to be great, and there are lots of jobs available.

All respondents were also instructed to up to three factors that might keep them away from a career in trades. The most common responses for both groups were the work involves a lot of time away from home and involves long hours, weekends and shift work, the pay is less than in other careers, and the work is just too hard physically.

Respondents were asked to indicate their level of agreement with a variety of statements regarding their perception of the trades on a scale of 1 to 5 where 1 was strongly disagree and 5 was strongly agree.

Generally, youth and parents have similar opinions regarding skilled trades, with two exceptions: parents are more likely than youth to agree or strongly agree a career in a skilled trade provides a great future, and youth are more likely to agree or strongly agree going to university is a much better choice than starting in the trades. The three statements that both groups are most likely to agree or strongly agree with are a career in a skilled trade provides a great future, skilled trades are valued by society and skilled tradespeople can get a job no matter what the economy is doing. Also, both groups are least likely to agree or strongly agree the skilled trades are full of rednecks with few social skills.

	Youth		Parents	
	N	% Agree or Strongly Agee	N	% Agree or Strongly Agee
A career in a skilled trade provides a great future	246	72.8	118	94
Skilled trades are valued by society	239	73.2	118	81.4
Skilled tradespeople can get a job no matter what the economy is doing	213	42.7	115	42.6
The pay in a skilled trade is a lot less than you could earn in an IT or Engineering position	205	23.4	111	22.5
The unions control entry to skilled trades	148	23.6	101	16.8
It's difficult to get a job in a skilled trade unless you know someone in the business	231	14.7	114	15.8
Skilled trades are for those who can't achieve the academic standing to attend university	241	14.5	118	11.9
Going to university is a much better choice than starting in the trades	233	24.9	115	10.4
Skilled trades are full of rednecks with few social skills	238	11.4	116	4.3

Awareness of SATCC is fairly high for youth and parents; however, there is room for improvement, as 20.3% of youth and 26.2% of parents indicated they have never heard of SATCC.

The following table shows the opinions of both youth and parents on what they think SATCC should do to let people know who they are and what they do. Advertising on TV is the most popular method, followed by attending more school events/having more presentations in the schools, putting up posters in the schools and public waiting rooms, and putting ads in newspapers.

	Youth		Parents		Total	
	N	% of respondents	N	% of respondents	N	% of respondents
Advertise on TV	172	64.7	83	70.3	255	66.4
Attend more school events/Presentations at the schools	167	62.8	13	11	180	46.9
Put up posters to the schools and public waiting rooms	94	35.3	71	60.2	165	43.0
Put ads in newspapers	96	36.1	63	53.4	159	41.4
Put ads in magazines that young people read	91	34.2	53	44.9	144	37.5
Attend more trade show or community event	86	32.3	54	45.8	140	36.5
Advertise on the radio	77	28.9	60	50.8	137	35.7
Put up billboards promoting their services	86	32.3	50	42.4	136	35.4
Get a more interesting website that will get them more hits	68	25.6	33	28	101	26.3
Other	13	4.9	7	5.9	20	5.2

Apprentice Survey

Overall, 51.6% of respondents are aware of the on-the-job training guide that the SATCC prepares for each trade, while 48.4% are not.

Of those who are aware of the on-the-job guide, 41.4% indicated that their employer reviewed the guide related to their trade at each level and 81.3% said that their employer assigns work so that they are able to experience the broadest range of tasks available at their workplace.

Overall, 93.8% of those who are aware of the on-the-job training guide think that it is important to helping employers and apprentices recognize what an apprentice needs to learn in order to be successful.

In total, 56.5% of respondents indicated that their employer paid the fee for registering for the Contract of Apprenticeship with the SATCC. Overall, 29.4% of respondents indicated that their employer paid the tuition fee for each level of technical training, while 4% indicated that their employer paid for some levels of technical training. Approximately two thirds of respondents indicated that their employer did not pay the tuition fee for any level of technical training.

Overall, 62.1% of respondents have written their journeyperson exam. Of these respondents, 34.4% indicated that their employer paid the examination fee. Of those who wrote their journeyperson exam, and became a journeyperson, 90.6% indicated that they were either somewhat (36.9%) or very (53.6%) satisfied with how they were treated at their firm once they became a journeyperson, while 9.4% were not at all satisfied with how they were treated.

Respondents were asked to rate their level of agreement with three statements regarding the competencies listed by the SATCC. More than 9 out of every ten respondents who gave an opinion about each statement either agreed or strongly agreed with it. Respondents are most likely to agree or strongly agree that the competencies listed for their trade are important to their ability to perform on the job and are common in their industry.

Statement	N	% Agree	% Strongly Agree	% Agree or Strongly Agree
The competencies are important to my ability to perform on the job and are common in the industry	212	76.4	18.4	94.8
The competencies are important to my ability to find sufficient work at reasonable rates of pay	220	76.8	17.3	94.1
The competencies were important to my ability to move between employers and/or across Provincial boundaries	188	73.4	18.1	91.5

Respondents were then asked to rate their level of agreement regarding their on-the-job training. Respondents are most likely to agree or strongly agree they are satisfied with the quality of their on-the-job training and with the technical knowledge and skill of their journeypersons (91.4% each), followed by the teaching or mentoring ability of their journeypersons (90.5%). They are less likely to agree or strongly agree they are satisfied with the extent to which the on-the-job training prepared them for writing the Journeyperson exam (78.6%).

Statement	N	% Agree	% Strongly Agree	% Agree or Strongly Agree
Overall I am satisfied with the quality of my on-the-job training	244	65.2	26.2	91.4
I am satisfied with the technical knowledge and skill of my journeypersons	244	57	34.4	91.4
I am satisfied with the teaching or mentoring ability of my journeypersons	242	62.4	28.1	90.5
I am satisfied that the work practices and procedures used by my employers reflect the modern standards in the industry	243	64.2	24.7	88.9
I am satisfied that the facilities and equipment available at my employers' worksites provided me with sufficient opportunity to learn the trade	245	58.4	30.2	88.6
I am satisfied that the work practices and procedures used by my employers are up-to-date	244	63.1	24.2	87.3
I am satisfied with the supervisory ability of my journeypersons	243	60.5	25.9	86.4
I am satisfied with the extent to which the on-the-job training prepared me for writing the Journeyperson exam	173	57.2	21.4	78.6

Regarding their in-school technical training, respondents are most likely to agree or strongly agree they are satisfied with the technical knowledge of their instructors (89.1%) and with the extent to which the in-school training prepared them for writing the Journeyperson exam. They are less likely to agree or strongly agree they are satisfied that the theory and hands-on portions of their classes were relevant and up-to-date (82.3% and 83.7% respectively).

Statement	N	% Agree	% Strongly Agree	% Agree or Strongly Agree
I am satisfied with the technical knowledge and skill of my instructors	229	55.9	33.2	89.1
I am satisfied with the extent to which the in-school training prepared me for writing the Journeyperson exam	163	63.2	25.2	88.4
I am satisfied with the teaching or mentoring ability of my instructors	228	61.4	26.3	87.7
Overall, I am satisfied with the quality and breadth of technical training available from the institutional training provider	228	63.6	23.2	86.8
I am satisfied that the equipment at the institute were modern, well-maintained and available in sufficient quantities for the number of students in the class	226	56.2	28.8	85
I am satisfied that the hands-on (shop or lab) portion of my classes was relevant and up-to-date.	227	53.3	30.4	83.7
I am satisfied that the theory portion of my classes was relevant and up-to-date.	226	58	24.3	82.3

Employer Survey

Overall, 58.4% of employers are aware of the on-the-job training guide that SATCC prepares for each trade.

Of those who are aware of the on-the-job training guide, 71.2% refer to it at least once a year when training their apprentices; this equates to 41.6% of all respondents. Of those who refer to the guide, 29.7% do so at least once a month. Another 42.6% refer to it a few times a year, and 27.7% refer to it approximately once a year.

Nearly nine in every ten respondents who are aware of the on-the-job training guide think that it is important to helping employers see what an apprentice needs to learn in order to be successful (89.4%).

Overall, 92% of respondents indicated that they make every effort possible to assign work so that each apprentice can experience the broadest range of tasks.

In total, 58.4% of respondents pay the fee for registering the Contract of Apprenticeship with SATCC and 49.5% of respondents pay the tuition fee for each level of technical training, either with no stipulation that the apprentice must pass (28.3%), or only if the apprentice passes (21.2%).

Of the total respondents, 86.7% of respondents are somewhat satisfied (46%) or very satisfied (40.7%) with the quality of the journeyperson following completion of apprenticeship. Only 2.7% (3 respondents) are not at all satisfied. Excluding those who are unsure, 97% of respondents are somewhat or very satisfied.

Respondents were asked to rate their level of agreement with three statements regarding the competencies listed by the SATCC. More than 9 out of every ten respondents who gave an opinion about each statement either agreed or strongly agreed with it. Respondents are most likely to agree or strongly agree that the competencies listed for their trade often supported by the industry.

Statement	N	% Agree	% Strongly Agree	% Agree or Strongly Agree
The competencies listed for the trade are often supported by the industry	101	75.2	20.8	96.0
The competencies are important to the apprentice's ability to perform on the job	94	72.3	22.3	94.6
The competencies listed for the trade are important to our firm's ability to attract and retain clients and/or contracts	96	70.8	21.9	92.7

The majority of respondents who gave an opinion are satisfied or strongly satisfied with the ability of the apprentices in each level to perform tasks as expected. Respondents are most likely to be satisfied or very satisfied with Level 2 apprentices (95.8%). No respondents indicated they were strongly dissatisfied with apprentices in levels 2 to 4.

Also, the majority of respondents who gave an opinion are satisfied or strongly satisfied that the abilities of the apprentices in each level contribute to the growth and profitability of their firm. Respondents are most likely to be satisfied or very satisfied with Level 4 apprentices (94.1%). Again, no respondents indicated they were strongly dissatisfied with apprentices in levels 2 to 4.

Of those with an opinion, 75.5% of respondents are satisfied or strongly satisfied with the quality and breadth of Technical Training available from the institutional training provider, while 24.5% are dissatisfied or strongly dissatisfied.

Comparisons Between Apprentices and Employers

Overall, 51.6% of apprentices/recent journeypersons and 58.4% of employers are aware of the on-the-job training guide that SATCC prepares for each trade.

Generally, apprentices and journeypersons think the on-the-job training guide is an important resource. Overall, 93.8% of apprentices and recent journey persons who are aware of the on-the-job training guide think that it is important to helping employers and apprentices recognize what an apprentice needs to learn in order to be successful, while nearly nine in every ten employers who are aware of it think it is important to helping employers see what an apprentice needs to learn in order to be successful (89.4%).

Apprentices and recent journeypersons are more satisfied than employers with the quality and breadth of technical training available from the institution training provider, with 86.8% being satisfied or strongly satisfied, compared to 75.5% of employers.

Overall, 60.5% apprentices and 77.5% of employers think the general public view the trades as a "second choice" career. This decreases substantially when respondents are asked to consider only the opinions of their family and close associates.

	Apprentices		Employers	
	N	% Agree or Strongly Agree	N	% Agree or Strongly Agree
My family/close associates understand the apprenticeship process and earning potential involved with careers in skilled trades	240	92.1	112	75.0
The trades are viewed by the general public as a "second choice" career	246	60.5	111	77.5
My family/close associates view the trades as a "second choice" career	245	21.6	110	33.6
My family/close associates believe that university is a much better option than going into a skilled trade	244	20.9	110	42.7

The following table shows the opinions of both apprentices and employers on the one thing the Saskatchewan Apprenticeship and Trade Commission could do better. Promoting the trades in the schools is the most common response, followed by keeping the curriculum up to date and providing flexible scheduling options for apprentices attending technical school.

	Apprentices		Employers		Total	
	N	% of respondents	N	% of respondents	N	% of respondents
Promote trades in the schools	55	48.7	76	30.6	131	36.3
Keep the curriculum up to date	13	11.5	43	17.3	56	15.5
Other	8	7.1	45	18.1	53	14.7
Provide flexible scheduling options for apprentices attending technical school	9	8	41	16.5	50	13.9
Help employers organize the on-the-job training component	8	7.1	19	7.7	27	7.5
Provide a "matching" service between employers and potential apprentices	10	8.8	14	5.6	24	6.6
Monitor compliance with the legislation	10	8.8	10	4.0	20	5.5

Table of Contents

Executive Summary i

Youth Survey i

ParentSurvey iii

Comparisons Between YouthandParents iv

Apprentice Survey v

Employer Survey vii

Comparisons Between ApprenticesandEmployers viii

Introduction and Methodology 1

Youth Survey Results 3

Parent Survey Results 14

Apprenticeship Survey Results 24

Employer Survey Results 37

Appendix A: Open-Ended Responses 50

Youth Survey 50

ParentSurvey 51

Apprenticeship QualitySurvey 58

Appendix B: Detailed Frequencies 61

Youth/Parent Surveys 61

Apprentice Survey 63

Employer Survey 68

Introduction and Methodology

Saskatchewan's *Apprenticeship and Trade Certification Act 1999* established the Commission as a Corporation and Agent of the Crown. *The Apprenticeship and Trade Certification Act 1999* authorizes the Commission to manage the Apprenticeship and Trade Certification system. Some of the duties of the Commission include designation of trades for apprenticeship training and certification and registration of apprentices and journeypeople.

Goals and Objectives

In September 2006, SATCC contracted Insightrix Research Services to conduct multimode surveys with four distinct groups of people:

1. High school students who are making decisions about their post-secondary education
2. Parents/influencers of youth between the ages of 13 and 18 who are or will be making decisions about post-secondary education
3. Apprentices or recently certified journeypersons
4. Employers

The goals of the study were as follows:

- Gauge youth and parent awareness and perception of the trades
- Gauge apprentice satisfaction with SATCC training and programs
- Gauge employer satisfaction with apprentice quality

Quantitative Data Collection

Youth Survey

Insightrix contacted various high schools seeking their assistance with the study. A letter was sent home with students to obtain parental permission to participate in the study. Those who received permission then either completed the survey online or completed a paper copy of the survey which was then entered into Insightrix' online system. Data was collected from December 18, 2006 to March 20, 2007. Overall, 266 youth completed the survey.

Parent Survey

Initially, a letter was sent home with students seeking their parents' participation in the study. Those who gave their permission were then contacted by Insightrix to complete the survey either online or by telephone. Also, to increase parental participation, Insightrix randomly drew households, in the same geographic locations as the schools, from lists provided by ASDE Survey Sampler in Hull, Quebec. Data was collected from February 4, 2007 to March 26, 2007. Overall 118 parents completed the survey.

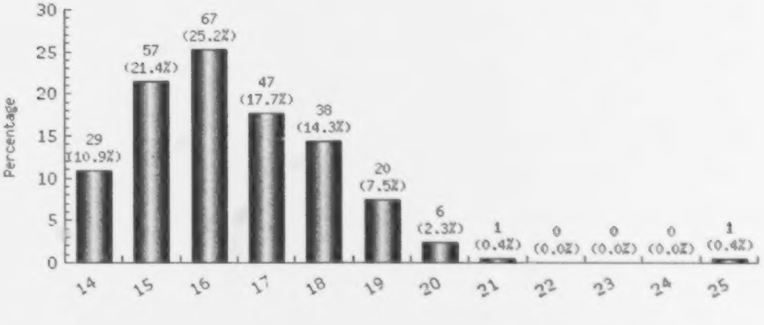
Apprentice and Employer Surveys

Insightrix was provided with a contact list of apprentices, recently certified journeypersons and employers. Potential respondents were sent an email invitation with a unique link to the online survey. Data for the apprentice survey was collected from November 23, 2006 to December 18, 2007, and resulted in 248 completed surveys. Data for the employer survey was collected from November 22, 2006 to January 17, 2007, and resulted in 113 completes.

Youth Survey Results

What is your age?

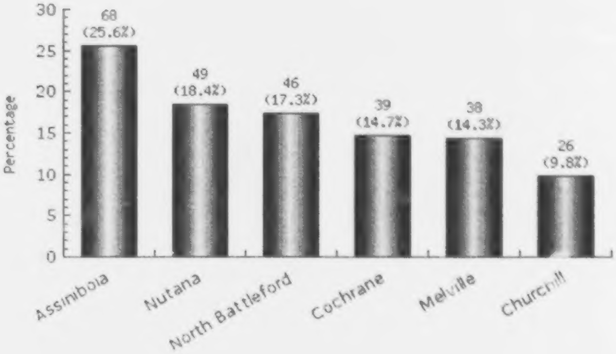
- The following table shows the age distribution of respondents. Most (78.6%) are between 15 and 18 years old.



266 responses

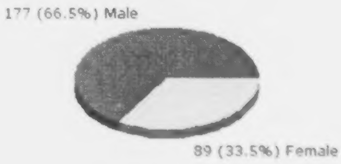
What is the name of your school?

- 25.6% of respondents are from Assiniboia Composite High School. Another 18.4% are from Nutana Collegiate in Saskatoon, 17.3% are from North Battleford Comprehensive High School, 14.7% are from Cochrane High School in Regina, 14.3% are from Melville Comprehensive High School, and 9.8% are from Churchill Community High School in La Ronge.



Please indicate your gender:

- Two thirds of respondents are male and one third is female.



266 responses

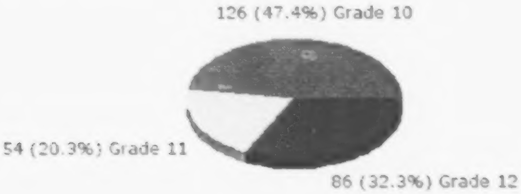
Which one of the following categories best describes your current situation?

- More than half of all respondents work part-time and attend school full-time. Another 39.1% attend school full-time and will not work until their studies are complete. Only 6.8% work part-time and attend school part-time.

	Total #	% of Responses
I work part-time and I attend school full-time	144	54.1
I attend school full-time and I will not work at all until I complete my studies	104	39.1
I work part-time and I attend school part-time	18	6.8
Total	**266**	**100**

What grade are you currently enrolled in?

- Just under one half of respondents are in grade 10. About one third are in grade 12 and one fifth are in grade 11.



266 responses

If you could choose any option, regardless of the level of education you have already obtained or how well you have done in school, which one of the following types of post-secondary options would you pursue as your first choice?

- One third of respondents indicated that their first choice in post-secondary options would be SIAST or another technical college. Another 27.1% would choose a university degree program and 27.1% would want a technical or trades job.

	Total #	% of Responses
SIAST or another technical college	88	33.1
University degree program	72	27.1
A technical or trades job	72	27.1
None, I'd like to start my own business	20	7.5
A job in business or administration	7	2.6
Other	7	2.6
Total	**266**	**100**

Entries under "other":
(1) Do not know.
(1) Find a job.
(1) Flight School.
(1) Military.
(1) Painting Art.
(1) University degree or start my own business.
(1) University degree program or a technical or trades job.

- The following table shows a breakdown of responses by school. Students from Melville Comprehensive High School are most likely to prefer a technical or trades job (52.6%), while those from Nutana Collegiate are least likely (16.3%).

		If you could choose any option, regardless of the level of education you have already obtained or how well you have done in school, which one of the following types of post-secondary options would you pursue as your first choice?						
School		University degree program	SIAST or another technical college	A technical or trades job	A job in business or administration	None, I'd like to start my own business	Other	Total
North Battleford Comprehensive High School	**Count**	8	17	11	1	7	2	46
	%	17.4%	37.0%	23.9%	2.2%	15.2%	4.3%	100.0%
Churchill Community High School	**Count**	11	6	7	0	2	0	26
	%	42.3%	23.1%	26.9%	.0%	7.7%	.0%	100.0%
Cochrane High School	**Count**	4	18	11	0	5	1	39
	%	10.3%	46.2%	28.2%	.0%	12.8%	2.6%	100.0%
Nutana Collegiate	**Count**	16	17	8	2	4	2	49
	%	32.7%	34.7%	16.3%	4.1%	8.2%	4.1%	100.0%
Assiniboia Composite High School	**Count**	24	21	15	4	2	2	68
	%	35.3%	30.9%	22.1%	5.9%	2.9%	2.9%	100.0%
Melville Comprehensive High School	**Count**	9	9	20	0	0	0	38
	%	23.7%	23.7%	52.6%	.0%	.0%	.0%	100.0%
Total	**Count**	72	88	72	7	20	7	266
	%	27.1%	33.1%	27.1%	2.6%	7.5%	2.6%	100.0%

- Students at SYA schools are most likely to prefer a university degree program, while non-SYA students are more likely to prefer technical college or a trades job.

		If you could choose any option, regardless of the level of education you have already obtained or how well you have done in school, which one of the following types of post-secondary options would you pursue as your first choice?						
		University degree program	SIAST or another technical college	A technical or trades job	A job in business or administration	None, I'd like to start my own business	Other	Total
SYA Schools	**Count**	51	44	30	6	8	4	143
	%	35.7%	30.8%	21.0%	4.2%	5.6%	2.8%	100.0%
Non-SYA Schools	**Count**	21	44	42	1	12	3	123
	%	17.1%	35.8%	34.1%	.8%	9.8%	2.4%	100.0%
Total	**Count**	72	88	72	7	20	7	266
	%	27.1%	33.1%	27.1%	2.6%	7.5%	2.6%	100.0%

Realistically, based on your experiences, funds, interest and ability, which one of the following types of post-secondary options have you pursued or are you likely to pursue?

- Based on their experiences, funds, interest and ability, 35% of respondents are most likely to pursue SIAST or another technical college. Another 30.1% expect to pursue a technical or trades job and 24.1% expect to pursue a university degree program.

	Total #	% of Responses
SIAST or another technical college	93	35.0
Technical/Trades job	80	30.1
University degree program	64	24.1
None, I'd like to start my own business	12	4.5
A job in business or administration	10	3.8
Other	7	2.6
Total	**266**	**100**

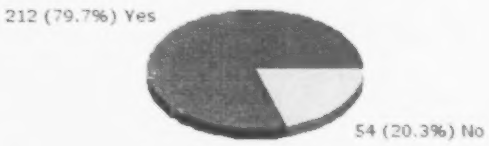
Entries under "other":
(2) Do not know.
(1) Artistic career involving video games.
(1) Farming.
(1) Find a job.
(1) Flight School.
(1) Upgrading.

- 77.8% of those who would choose a university degree program as their first choice expect to pursue that avenue. 81.8% of those whose first choice is a technical college expect to pursue that, and 81.9% of those whose first choice is a technical or trades job expect to pursue that.
- Overall, 78.2% of respondents expect to pursue their first choice post-secondary option.

If you could choose any option, which one of the following types of post-secondary options would you pursue as your first choice?		Realistically, based on your experiences, funds, interest and ability, which one of the following types of post-secondary options have you pursued or are you likely to pursue?						
		University degree program	SIAST or other technical college	A technical or trades job	A job in business or administration	None, I'd like to start my own business	Other	Total
University degree program	**Count**	56	8	6	0	0	2	72
	%	77.8%	11.1%	8.3%	.0%	.0%	2.8%	100.0%
SIAST or another technical college	**Count**	2	72	11	1	2	0	88
	%	2.3%	81.8%	12.5%	1.1%	2.3%	.0%	100.0%
A technical or trades job	**Count**	1	10	59	1	0	1	72
	%	1.4%	13.9%	81.9%	1.4%	.0%	1.4%	100.0%
A job in business or administration	**Count**	0	0	0	7	0	0	7
	%	.0%	.0%	.0%	100.0%	.0%	.0%	100.0%
None, I'd like to start my own business	**Count**	3	3	3	1	10	0	20
	%	15.0%	15.0%	15.0%	5.0%	50.0%	.0%	100.0%
Other	**Count**	2	0	1	0	0	4	7
	%	28.6%	.0%	14.3%	.0%	.0%	57.1%	100.0%
Total	**Count**	64	93	80	10	12	7	266
	%	24.1%	35.0%	30.1%	3.8%	4.5%	2.6%	100.0%

In the past year, have you ever thought about pursuing a career in the trades?

- In the past year, 79.7% of respondents have thought about pursuing a career in the trades.



266 responses

- Students from North Battleford Comprehensive High School are most likely to have thought about pursuing a career in the trades (91.3%), while those from Churchill Community High School and Assiniboia Composite High School are least likely (65.4% and 67.6% respectively).

School		In the past year, have you ever thought about pursuing a career in the trades?		Total
		Yes	No	
North Battleford Comprehensive High School	**Count**	42	4	46
	%	91.3%	8.7%	100.0%
Churchill Community High School	**Count**	17	9	26
	%	65.4%	34.6%	100.0%
Cochrane High School	**Count**	33	6	39
	%	84.6%	15.4%	100.0%
Nutana Collegiate	**Count**	41	8	49
	%	83.7%	16.3%	100.0%
Assiniboia Composite High School	**Count**	46	22	68
	%	67.6%	32.4%	100.0%
Melville Comprehensive High School	**Count**	33	5	38
	%	86.8%	13.2%	100.0%
Total	**Count**	212	54	266
	%	79.7%	20.3%	100.0%

What encouraged you to consider a career in the trades?

- Those who have considered a career in trades were instructed to indicate up to three of the most important reasons for considering it. Overall, 71.2% said that they enjoy hands-on work and doing "real" work. The next most common reason for considering a career in the trades is the pay (56.6%), followed by the availability of jobs (46.2%) and having a friend or relative in the trades (29.7%).

Description	Total #	% of Respondents
Enjoy hands-on work and doing "real" work	151	71.2
The pay is supposed to be great	120	56.6
There are lots of jobs available	98	46.2
Have a friend or relative in the trades	63	29.7
My teachers have a lot of good things to say about it	33	15.6
It's a well-respected career choice	27	12.7
I attended a career fair where I learned about it	16	7.5
I researched the trades on the internet (on my own)	14	6.6
I researched the trades as part of one of my classes	11	5.2
I heard a great presentation from a person from Apprenticeship	10	4.7
Apprenticeship sponsors a cool drag race car	2	0.9
Other	9	4.2

Entries under "other":
(3) I was interested in it.
(1) I am taking trades in school.
(1) I just thought about it.
(1) My parents told me about it.
(1) My step dad encouraged me.
(1) The trades are useful in that they enable me to make my other jobs easier.
(1) Wanting to succeed at something I am good at.

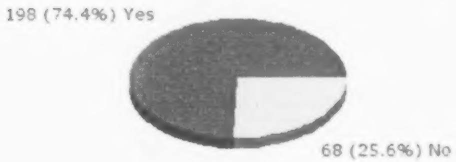
What would keep you away from a career in the trades?

- Respondents were instructed to indicate up to three of the most important factors that might keep them away from a career in trades. Overall, 32.3% said that the work involves a lot of time away from home. The next most common barrier to a career in the trades is the long hours, weekends and shift work (28.2%), followed by the pay (22.9%) and the physical demand of the trades (18.4%).

Description	Total #	% of Respondents
The work involves a lot of time away from home	86	32.3
The work involves a long hours, weekends and shift work	75	28.2
The pay is less than in other careers	61	22.9
It's just too hard physically	49	18.4
Nobody respects tradespersons	46	17.3
The job opportunities are limited and work is not full-time	45	16.9
Heard negative things from a friend or relative in the trades	38	14.3
I wouldn't feel welcome in a group of tradespeople	38	14.3
Too grubby and doesn't challenge me mentally	35	13.2
Other	34	12.8
There are no opportunities for advancement	32	12.0
My teachers and counselors were negative about the trades	15	5.6

Within the past few months, have you seen any advertising promoting any career choices?

- Three quarters of respondents have seen advertising in the past few months promoting career choices.



266 responses

  - The likelihood students have seen any advertising promoting any career choices in the past few months does not vary significantly between SYA and non-SYA schools.

		Within the past few months, have you seen any advertising promoting any career choices?		
		Yes	No	Total
SYA Schools	**Count**	107	36	143
	%	74.8%	25.2%	100.0%
Non-SYA Schools	**Count**	91	32	123
	%	74.0%	26.0%	100.0%
Total	**Count**	198	68	266
	%	74.4%	25.6%	100.0%

Who was advertising and what were they promoting?

- Respondents are most likely to have seen advertisements from SIAST promoting diploma or certificate programs (36.8% of all respondents). Also, 29.7% have seen advertisements from the U of S and/or U of R promoting degree programs. One quarter of all respondents (25.6%) have seen advertising from some organization promoting trades careers. *Please see Appendix A for entries under 'other'.*

Description	Total #	% of respondents who have seen ads	% of all respondents
SIAST promoting diploma or certificate programs	98	49.5%	36.8%
Saskatchewan universities (U of S and U of R) promoting degree programs	79	39.9%	29.7%
Some organization promoting trades careers	68	34.3%	25.6%
Saskatchewan universities (U of S and U of R) promoting short courses	47	23.7%	17.7%
A Regional College (e.g. Parkland, Carlton Trail, Cypress Hills, etc) promoting a program or course	47	23.7%	17.7%
SIAST promoting non-diploma or non-certificate ("extension") courses	46	23.2%	17.3%
Out-of-Province colleges (e.g. SAIT, NAIT, Red River) promoting diploma, etc. programs	34	17.2%	12.8%
Out-of-Province universities (e.g. Queen's, Athabasca) promoting degree programs	32	16.2%	12.0%
A private college (e.g. Richard's, DeVry) promoting diploma, certificate or trades programs	32	16.2%	12.0%
SIIT promoting diploma or certificate programs or a course of some type	11	5.6%	4.1%
Other	12	6.1%	4.5%

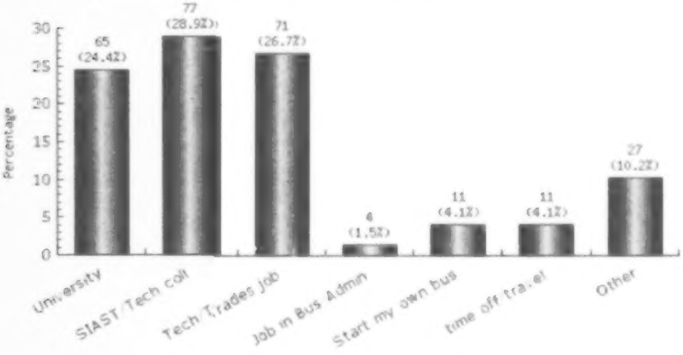
Who/what has or has had the most influence on decisions you made or will make about your career?

- About one quarter of respondents indicated that their own school experiences have the most influence on their career decisions, while another one quarter said their parents have the most influence and 21.8% said their own work experiences. *Please see Appendix A for entries under 'other'.*

	Total #	% of Responses
My own school experiences	69	25.9
My parents	68	25.6
My own work experiences	58	21.8
My brother, sister or other relative older than me	22	8.3
A teacher(s)	13	4.9
Advertising, presentations or promotion by an institution or professional association	13	4.9
A respected member of the community	2	0.8
A guidance counselor	1	0.4
Other	20	7.5
Total	**266**	**100**

What career or education path was recommended to you by a guidance counselor, principal or other respected member of your school staff?

- 28.9% of respondents indicated that their guidance counselor or another member of their school staff has recommended SIAST or another technical college to them. Another 26.7% were given a recommendation to get a technical or trades job and 24.4% were recommended university. *Please see Appendix A for entries under 'other'.*



- University is most likely to be recommended by counselors at Churchill, SIAST is most likely to be recommended by counselors at Cochrane, and technical or trades jobs are most likely to be recommended by counselors at North Battleford.

		What career or education path was recommended to you by a guidance counselor, principal or other respected member of your school staff?							
School		University	SIAST or another technical college	A technical or trades job	A job in business or administration	Said I should start my own business	Said I should take time off and travel or enjoy life	Other	Total
North Battleford Comprehensive High School	Count	7	15	17	1	2	1	3	46
	%	15.2%	32.6%	37.0%	2.2%	4.3%	2.2%	6.5%	100.0%
Churchill Community High School	Count	12	2	7	0	1	3	1	26
	%	46.2%	7.7%	26.9%	0%	3.8%	11.5%	3.8%	100.0%
Cochrane High School	Count	3	19	11	0	3	0	3	39
	%	7.7%	48.7%	28.2%	0%	7.7%	0%	7.7%	100.0%
Nutana Collegiate	Count	15	12	6	2	2	1	11	49
	%	30.6%	24.5%	12.2%	4.1%	4.1%	2.0%	22.4%	100.0%
Assiniboia Composite High School	Count	18	16	21	1	2	6	4	68
	%	26.5%	23.5%	30.9%	1.5%	2.9%	8.8%	5.9%	100.0%
Melville Comprehensive High School	Count	10	13	9	0	1	0	5	38
	%	26.3%	34.2%	23.7%	0%	2.6%	0%	13.2%	100.0%
Total	Count	65	77	71	4	11	11	27	266
	%	24.4%	28.9%	26.7%	1.5%	4.1%	4.1%	10.2%	100.0%

- Counselors at SYA schools are more likely than those at non-SYA schools to recommend university.

		What career or education path was recommended to you by a guidance counselor, principal or other respected member of your school staff?							
		University	SIAST or another technical college	A technical or trades job	A job in business or administration	Said I should start my own business	Said I should take time off and travel or enjoy life	Other	Total
SYA Schools	Count	45	30	34	3	5	10	16	143
	%	31.5%	21.0%	23.8%	2.1%	3.5%	7.0%	11.2%	100.0%
Non-SYA Schools	Count	20	47	37	1	6	1	11	123
	%	16.3%	38.2%	30.1%	.8%	4.9%	.8%	8.9%	100.0%
Total	Count	65	77	71	4	11	11	27	266
	%	24.4%	28.9%	26.7%	1.5%	4.1%	4.1%	10.2%	100.0%

What information regarding post-secondary education or career options is / was available to you at your school?

- 58.3% of respondents have had brochures, websites, posters, etc. for SIAST available to them at school. More than half (51.9%) have also had information for the U of R and just under half have (45.1%) had information for apprenticeship and trades.

Description	Total #	% of Responses
Brochures, websites, posters, etc. for SIAST	155	58.3
Brochures, websites, posters, etc. for U of S and U of R	138	51.9
Brochures, websites, posters, etc. for apprenticeship and trades	120	45.1
Brochures, websites, posters, etc. for other technical or arts colleges	84	31.6
Brochures, websites, posters, etc. for out-of-Province universities	73	27.4
Don't remember any	48	18.0
Other	9	3.4

Entries under "other":
(2) Armed Forces.
(1) Lots of stuff.
(1) Radio.
(1) Teacher.
(1) Do not know.
(1) Northern Lights College.
(1) Talk about trades a lot.
(1) People from institutions come to the school and talked about it.

The following questions are specific to apprenticeship and skilled trades.

How does one become a skilled tradesperson?

- Respondents have a variety of different perceptions as to how one becomes a skilled tradesperson. The most common response, at 31.2%, is working on the job and attending technical training for a few weeks each year. Close behind, at 25.2% is attending training at SIAST, then getting a job in the trades, followed by studying under a skilled tradesperson until you know what you're doing (22.2%).

	Total #	% of Responses
Work on the job and attend technical training for a few weeks each year	83	31.2
Attend training at SIAST then get a job in the trades	67	25.2
Study under a skilled tradesperson until you know what you are doing	59	22.2
Just keep working until you have learned all the tasks	35	13.2
Don't have a clue	20	7.5
Other	2	0.8
Total	**266**	**100**

Entries under "other":
(1) Attend a better school than SIAST.
(1) There are multiple ways to become a tradesperson.

How does one get into a trades career?

- One third of respondents (32.3%) indicated that one should register at SATCC to get into a trades career. One quarter think that one should register at SIAST.

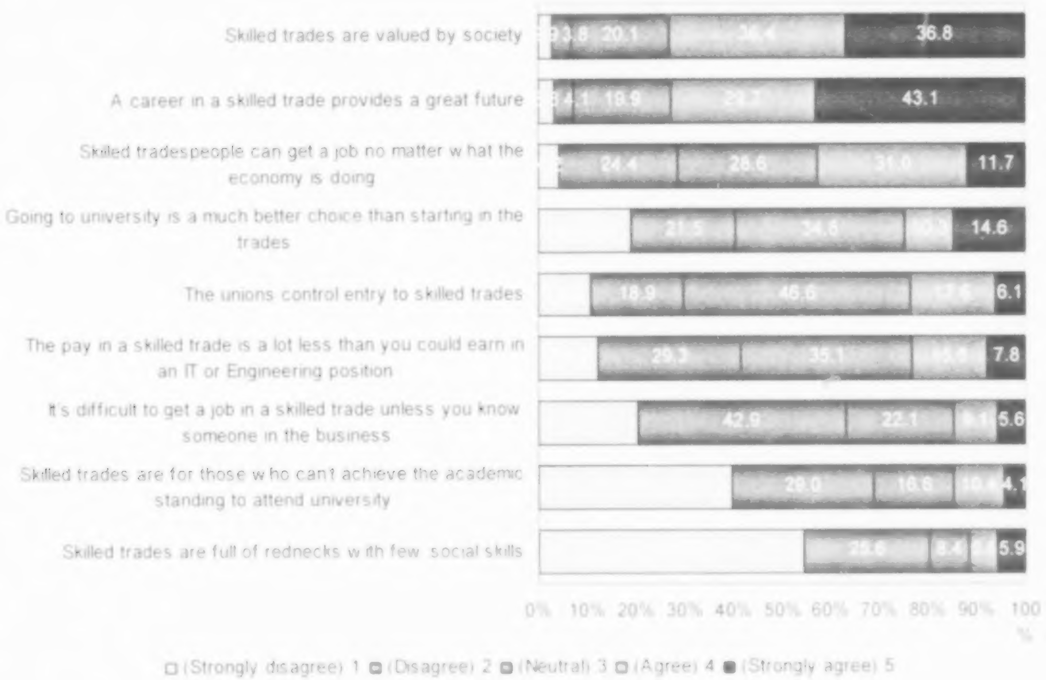
	Total #	% of Responses
Register at SATCC	86	32.3
Register at SIAST	68	25.6
Don't have a clue	44	16.5
Go to the union for that trade and ask to be listed as an apprentice	30	11.3
Sign a contract with your employer	27	10.2
Register with the provincial Department of Labour	6	2.3
Other	5	1.9
Total	**266**	**100**

Entries under "other":
(3) Get a job in a trade.
(1) If you know somebody.

(1) There are multiple ways to get into a trades career.

Of the following statements, tell us if you disagree or agree with the statement using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

- Respondents are most likely to agree or strongly agree that skilled trades are valued by society (73.2%), a career in skilled trades provides a great future (72.8%), and skilled tradespeople can get a job no matter what the economy is doing (42.7%). They are least likely to agree skilled trades are full of rednecks with few social skills (11.4%), skilled trades are for those who can't achieve the academic standing to attend university (14.5%), and it's difficult to get a job in a skilled trade unless you know someone in the business (14.7%). *Please see Appendix B for detailed frequencies, including 'don't know' responses.*

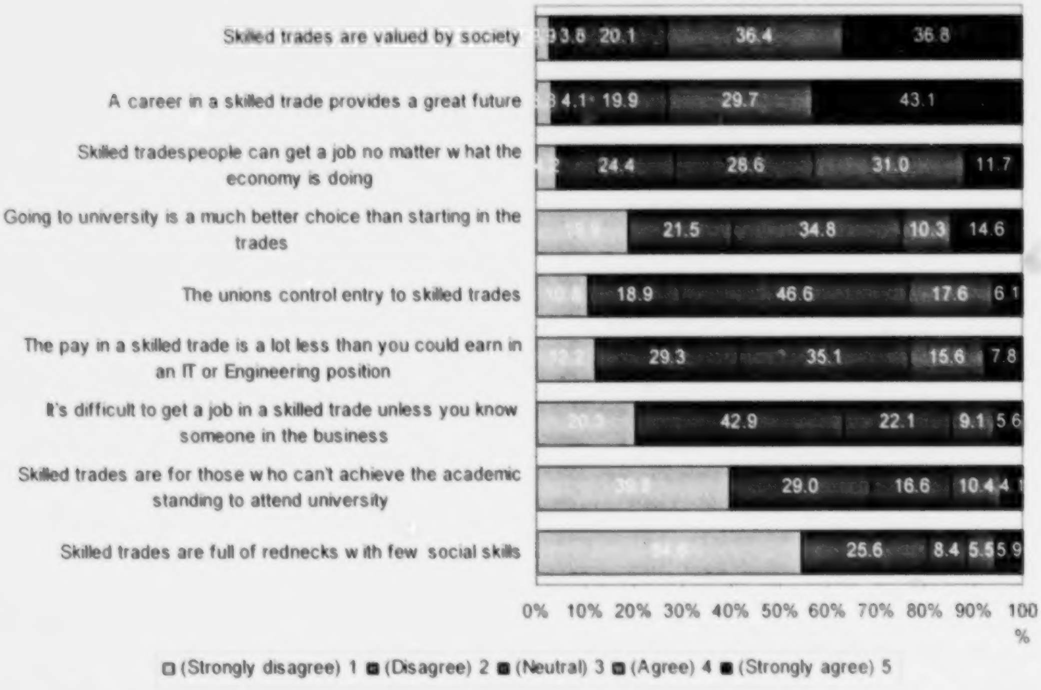


*The above graph excludes 'don't know' responses.

(I) There are multiple ways to get into a trades career.

Of the following statements, tell us if you disagree or agree with the statement using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

- Respondents are most likely to agree or strongly agree that skilled trades are valued by society (73.2%), a career in skilled trades provides a great future (72.8%), and skilled tradespeople can get a job no matter what the economy is doing (42.7%). They are least likely to agree skilled trades are full of rednecks with few social skills (11.4%), skilled trades are for those who can't achieve the academic standing to attend university (14.5%), and it's difficult to get a job in a skilled trade unless you know someone in the business (14.7%). *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



*The above graph excludes 'don't know' responses.

The following questions are specific to the Saskatchewan Apprenticeship and Trade Certification Commission:

What interaction/contact have you had with the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) in the last 2 years?

- Nearly half of all respondents have seen SATCC at a career fair in the last two years. One quarter have checked out the website, and 21.4% have had someone from SATCC make a presentation at their school. On in five respondents have never heard of SATCC. *Please see Appendix A for entries under 'other'.*

Description	Total #	% of Respondents
Saw them at a career fair	127	47.7
I checked out their website	68	25.6
Someone from SATCC made a presentation on apprenticeship at my school	57	21.4
I never heard of them	54	20.3
I thought SIAST looked after apprenticeship and trades in Saskatchewan	47	17.7
Personally know someone who works there	42	15.8
Saw them at a trade show or community event	38	14.3
I saw a race car that they sponsored at a drag strip, car show or school	13	4.9
Other	14	5.3

What do you think the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) should do to let people know who they are and what they do?

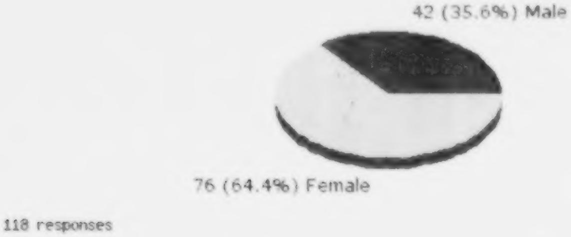
- The most common way that respondents think SATCC should let people know who they are and what they do is through TV (64.7%), followed by attending more school events (62.8%). *Please see Appendix A for entries under 'other'.*

Description	Total #	% of Respondents
Advertise on TV	172	64.7
Attend more school events	167	62.8
Put ads in newspapers	96	36.1
Put up posters to the schools and public waiting rooms	94	35.3
Put ads in magazines that young people read	91	34.2
Attend more trade show or community event	86	32.3
Put up billboards promoting their services	86	32.3
Advertise on the radio	77	28.9
Get a more interesting website that will get them more hits	68	25.6
Other	13	4.9

Parent Survey Results

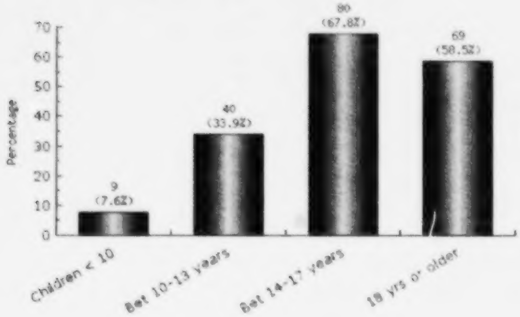
Please indicate your gender:

- Nearly two thirds of parents surveyed are female and 35.6% are male.



Which one of the following categories best describes your current family situation?

- Every respondent has at least one child that is 13 or older. Nearly six in ten (58.5%) have a child that is 18 or older.



What is the highest level of schooling that you have completed to date?

- About four in ten parents surveyed (38.1%) have completed high school, but no post-secondary. The most common post-secondary completed is a university degree, at 28%. Another 21.2% have completed a college diploma and 5.9% have completed an apprenticeship program.

	Total #	% of Responses
Less than high school	4	3.4
Completed high school	45	38.1
Completed an apprenticeship program	7	5.9
Completed college diploma	25	21.2
Completed university degree	33	28.0
Other	4	3.4
Total	**118**	**100**

Entries under "other":
(1) Certificate in Secretarial.
(1) Hairdressing Course.
(1) Heavy Equipment Operator.
(1) Transport Operator.

Thinking about your own situation, if you were to go back to when you left school and could choose any career or education path (and assuming that finances were not a barrier), which one of the following options would you pursue as your first choice?

- If they could have chosen any career or education path, most parents would have chosen a university degree (38.1%) or a technical college program (28.8%).

	Total #	% of Responses
University degree program	45	38.1
SIAST/Technical college	34	28.8
Tech/Trades job	16	13.6
Job in Business/Admin	7	5.9
None, I wanted to start my own business	15	12.7
Other	1	0.8
Total	**118**	**100**

Entry under "other":
(1) I wanted to work for the government.

- Just under half of those who would have chosen a university degree program as their first choice actually have completed a university degree. One third of those who would have chosen SIAST or another technical college actually completed a college diploma.

Thinking about your own situation, if you were to go back and could choose any career or education path, which one of the following options would you pursue?		What is the highest level of schooling that you have completed to date?						
		Less than high school	Completed high school	Completed an apprenticeship program	Completed college diploma	Completed university degree	Other	Total
University degree program	Count	2	11	1	9	22	0	45
	%	4.4%	24.4%	2.2%	20.0%	48.9%	0%	100.0%
SIAST or another technical college	Count	1	15	2	11	4	1	34
	%	2.9%	44.1%	5.9%	32.4%	11.8%	2.9%	100.0%
A technical or trades job	Count	1	7	4	1	2	1	16
	%	6.3%	43.8%	25.0%	6.3%	12.5%	6.3%	100.0%
A job in business or administration	Count	0	5	0	0	2	0	7
	%	0%	71.4%	0%	0%	28.6%	0%	100.0%
None, I'd like to start my own business	Count	0	6	0	4	3	2	15
	%	0%	40.0%	0%	26.7%	20.0%	13.3%	100.0%
Total	Count	4	44	7	25	33	4	117
	%	3.4%	37.6%	6.0%	21.4%	28.2%	3.4%	100.0%

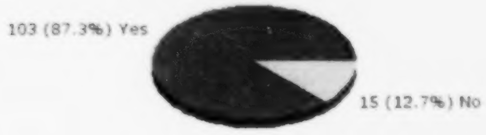
Now think about how you would respond to a young person asking you for advice. If you were to recommend a career or education path, which one of the following options would you suggest?

- One third of respondents would suggest that a young person get a technical or trades job. Another 29.7% would recommend SIAST or another technical college and 22% would recommend a university degree program. *Please see Appendix A for entries under 'other'.*

	Total #	% of Responses
University degree program	26	22.0
SIAST/Technical college	35	29.7
Tech/Trades job	39	33.1
Job in Business/Admin	4	3.4
I'd tell him or her to start a business	1	0.8
Other	13	11.0
Total	**118**	**100**

Are there any situations that would lend themselves to you recommending to a young person to pursue a career in the trades?

- Nearly nine in ten respondents indicated that there are situations in which they would recommend a young person to pursue a career in the trades.



118 responses

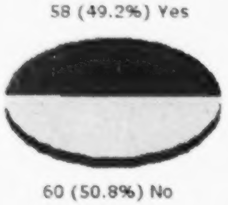
What would be the particulars of that situation?

- Respondents provided open ended comments as to when they would recommend the trades. The responses were coded into themes, and the most common responses had to do with the demand for trades and that it is a good alternative for using practical skills. *Please see Appendix A for a complete list of verbatim responses.*

Description	Total #	% of Respondents
Demand for trades/shortage of trades.	28	27.2
Alternative for more practical skills/Alternative to University.	27	26.2
The interest of the child in the trades.	15	14.6
Advancement in career/start own business.	13	12.6
Other Comments.	13	12.6
Financially better to enter the trades.	10	9.7
Own life experience/Experience in the trades.	7	6.8

Have you personally ever considered a career in the trades?

- About half of all respondents have personally considered a career in the trades.



118 responses

What encouraged you to consider a career in the trades?

- Respondents were instructed to choose up to three reasons that they considered a career in the trades. More than two thirds said that they enjoy hands-on work and doing "real" work. The next most common response was that the pay is supposed to be great (41.4%), followed by the availability of jobs.

Description	Total #	% of Respondents
Enjoy hands-on work and doing "real" work	39	67.2
The pay is supposed to be great	24	41.4
There are lots of jobs available	20	34.5
Have a friend or relative in the trades	18	31.0
It's a well-respected career choice	13	22.4
Other	9	15.5

Entries under "other":
(1) From people that I have known and spoken to that work in the oil field.
(1) I fell into it. It wasn't something I was interested in doing.
(1) I had a chance with a good company.
(1) I have worked in the trade.
(1) I like to drive.
(1) I worked with my husband.
(1) Short span of study, money as soon as possible.
(1) Socio-Cultural norms.
(1) Worked up to a trade.

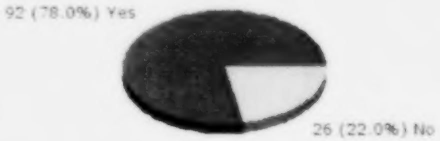
What would keep you away from a career in the trades?

- All respondents were asked to provide up to three factors that might keep them away from a career in the trades. The most common responses had to do with the time away from home and long hours, followed by the physical demand and the pay. Please see *Appendix A for entries under 'other'.*

	Total #	% of Responses
The work involves a lot of time away from home	26	22.0
The work involves a long hours, weekends and shift work	26	22.0
It's just too hard physically	17	14.4
The pay is less than in other careers	16	13.6
The job opportunities are limited and work is not full-time	13	11.0
My age/too old	13	11.0
Too grubby and doesn't challenge me mentally	6	5.1
There are no opportunities for advancement	6	5.1
I wouldn't feel welcome in a group of tradespeople	6	5.1
Nobody respects tradespersons	5	4.2
Heard negative things from a friend or relative in the trades	2	1.7
Other	23	19.5
Nothing would deter me	15	12.7
I have no interest	10	8.5
Total	**118**	**100**

Within the past few months, have you seen any advertising promoting any career choices?

- 78% of respondents have seen advertising promoting career choices.



118 responses

Who was advertising and what were they promoting?

- Parents are much more likely to have seen SIAST ads than any other, at 63%. The next most common mention was ads for a regional college (35.9%), followed by Saskatchewan university ads (29.3%).

Description	Total #	% of Respondents
SIAST promoting diploma or certificate programs	58	63.0
A Regional College (e.g. Parkland, Carlton Trail, Cypress Hills, etc) promoting a program or course	33	35.9
Saskatchewan universities (U of S and U of R) promoting degree programs	27	29.3
SIAST promoting non-diploma or non-certificate ("extension") courses	25	27.2
Some organization promoting trades careers	21	22.8
Saskatchewan universities (U of S and U of R) promoting short courses	16	17.4
Out-of-Province colleges (e.g. SAIT, NAIT, Red River) promoting diploma, etc. programs	16	17.4
Out-of-Province universities (e.g. Queen's, Athabasca) promoting degree programs	15	16.3
SIIT promoting diploma or certificate programs or a course of some type	11	12.0
A private college (e.g. Richard's, DeVry) promoting diploma, certificate or trades programs	11	12.0
Other	20	21.7

Who/what has or has had the most influence on decisions you made (or may make if you are considering a career change) about your career?

- Four in ten respondents indicated that their own work or school experiences have had the most influence on their career decisions. Another 16.9% said that their parents had the most influence and 11% said other family members. *Please see Appendix A for entries under 'other'.*

	Total #	% of Respondents
My own work experience	33	28.0
My parents	20	16.9
My own school experiences	12	10.2
My brother/sister/other family member	13	11.0
A teacher(s)	7	5.9
Friends	7	5.9
Advertising, presentations or promotion by an institution or professional association	6	5.1
A respected community member	2	1.7
A guidance counselor	0	0.0
Other	18	15.3
Total	**118**	**100**

What information regarding post-secondary education or career options is / was available to you to help guide a young friend's or family member's career choices?

- More than half of respondents feel that their general knowledge of the work world helps them guide a young person's career choices. Half also feel that brochures, websites, etc., for SIAST and the universities are helpful. One third think that brochures, websites, etc., for apprenticeship and trades are helpful. *Please see Appendix A for entries under 'other'.*

Description	Total #	% of Respondents
My general knowledge of the world of work	65	55.1
Brochures, websites, posters, etc. for SIAST	62	52.5
Brochures, websites, posters, etc. for U of S and U of R	59	50.0
Brochures, websites, posters, etc. for apprenticeship and trades	41	34.7
Brochures, websites, posters, etc. for other technical or arts colleges	35	29.7
Brochures, websites, posters, etc. for out-of-Province universities	32	27.1
Other	24	20.3

The following questions are specific to apprenticeship and skilled trades.

How does one become a skilled tradesperson?

- Most respondents think that to become a skilled tradesperson, one must either work on the job and attend technical training a few weeks each year (44.1%) or attend training at SIAST then get a job in the trades (30.5%)

	Total #	% of Responses
Work on the job and attend technical training for a few weeks each year	52	44.1
Attend training at SIAST then get a job in the trades	36	30.5
Study under a skilled tradesperson until you know what you are doing	14	11.9
Just keep working until you have learned all the tasks	6	5.1
Other	6	5.1
Not sure	4	3.4
Total	**118**	**100**

Entries under "other":
(1) All of the above
(1) Apprentice
(1) Experience in the field.
(1) Get technical training, then on the job training.
(1) Go to trade a school.
(1) Knowing someone in the trades.

How does one get into a trades career?

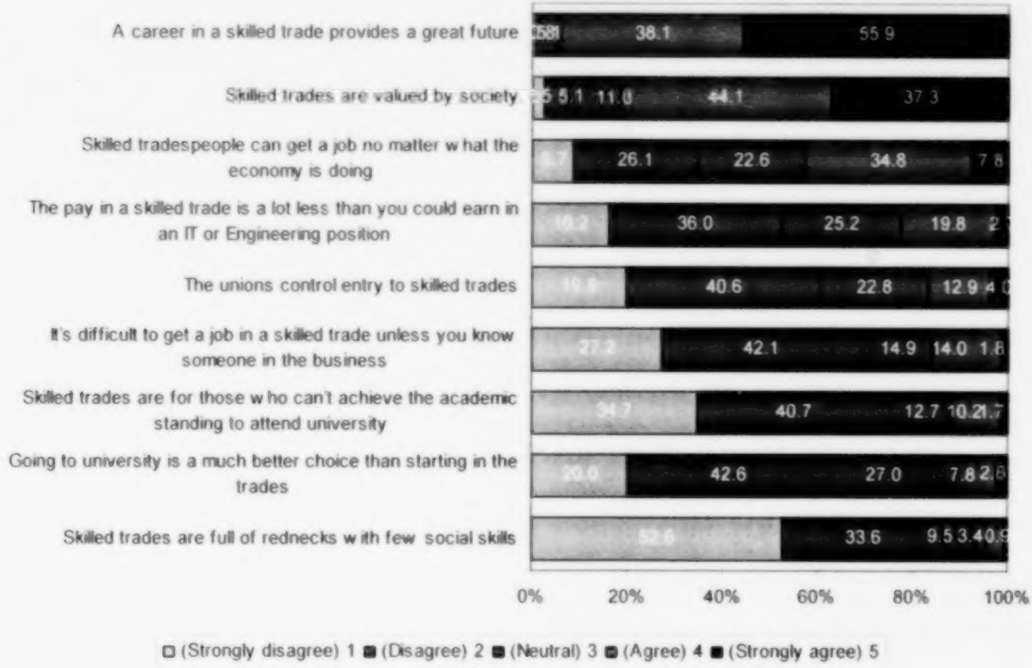
- Two in five respondents think that to get into a trades career, one should register at SIAST. Another one in five said that one should sign a contract with their employer and 15.3% said register at SATCC.

	Total #	% of Responses
Register at SIAST	48	40.7
Sign a contract with your employer	24	20.3
Register at SATCC	18	15.3
Not Sure	12	10.2
Other	10	8.5
Go to the union for that trade and ask to be listed as an apprentice	6	5.1
Total	**118**	**100**

Entries under "other":
(3) All of the above.
(2) Depends on the trade you are interested in.
(1) By applying for a job.
(1) Contact my union.
(1) Research your options.
(1) Start in high school.
(1) Try it and do it

Of the following statements, tell us if you disagree or agree with the statement using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

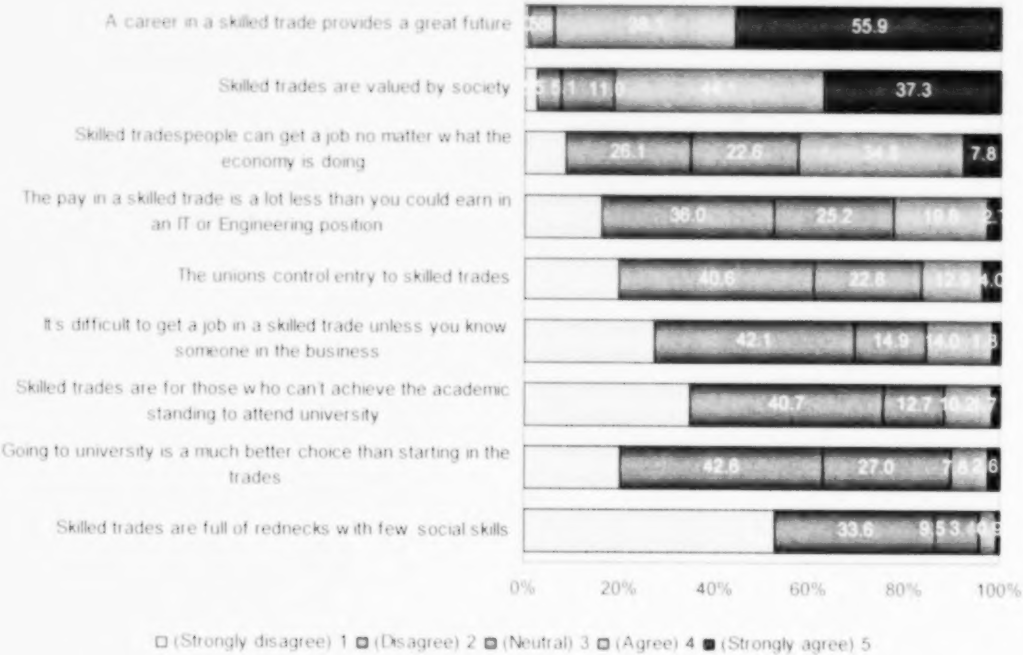
- Parents are most likely to agree or strongly agree a career in a skilled trade provides a great future (94%), skilled trades are valued by society (81.4%), and skilled tradespeople can get a job no matter what the economy is doing (42.6%). They are least likely to agree or strongly agree skilled trades are full of rednecks with few social skills (4.3%), going to university is a much better choice than starting in the trades (10.4%), and skilled trades are for those who can't achieve the academic standing to attend university (11.9%). *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



*The above graph excludes 'don't know' responses.

Of the following statements, tell us if you disagree or agree with the statement using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Parents are most likely to agree or strongly agree a career in a skilled trade provides a great future (94%), skilled trades are valued by society (81.4%), and skilled tradespeople can get a job no matter what the economy is doing (42.6%). They are least likely to agree or strongly agree skilled trades are full of rednecks with few social skills (4.3%), going to university is a much better choice than starting in the trades (10.4%), and skilled trades are for those who can't achieve the academic standing to attend university (11.9%). *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



*The above graph excludes 'don't know' responses.

The following questions are specific to the Saskatchewan Apprenticeship and Trade Certification Commission:

What interaction/contact have you had with the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) in the last 2 years?

- 26.3% of respondents have never heard of SATCC and another 18.6% haven't had any contact or interaction with them in the last two years. A total of 55% o all respondents have had some type of contact with SATCC in the last two years. Please see Appendix A for entries under 'other'.

Description	Total #	% of Respondents
I never heard of them	31	26.3
Personally know someone who works there	15	12.7
I checked out their website	15	12.7
Someone from SATCC made a presentation on apprenticeship at my school	14	11.9
I thought SIAST looked after apprenticeship and trades in Saskatchewan	12	10.2
Saw them at a career fair	11	9.3
Saw them at a trade show or community event	9	7.6
I saw a race car that they sponsored at a drag strip, car show or school	4	3.4
None	22	18.6
Other	21	17.8
Total	**118**	**100**

What do you think the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) should do to let people know who they are and what they do?

- The most common way that respondents think SATCC should let people know who they are and what they do is through TV (70.3%), followed by putting up posters at schools and public waiting rooms (60.2%). More than half also mentioned newspaper and radio ads.

Description	Total #	% of Respondents
Advertise on TV	83	70.3
Put up posters to the schools and public waiting rooms	71	60.2
Put ads in newspapers	63	53.4
Advertise on the radio	60	50.8
Attend more trade show or community event	54	45.8
Put ads in magazines that young people read	53	44.9
Put up billboards promoting their services	50	42.4
Get a more interesting website that will get them more hits	33	28.0
Presentations at the schools	13	11.0
Other	7	5.9

Entries under "other":
(1) Better on-site, in person accessibility.
(1) Brochures.
(1) Build personal relationships with schools within the province.
(1) Pamphlets in the mail.
(1) Put on an exhibit show.
(1) Take the kids in to see them at work.
(1) The unemployment office.

What do you think of when you hear the words "journeyperson", "journeyman" or "Red Seal"?

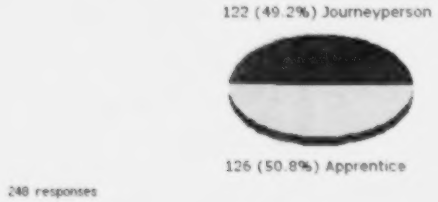
- Respondents were asked to indicate up to three things that they think of when they hear "journeyperson", "journeyman" or "Red Seal". 73.7% indicated that they think of somebody who has met or will meet a recognized standard. Six in ten also think of someone who has technical training and someone who is involved in a trade.

Description	Total #	% of Respondents
Somebody who has met or will meet a recognized standard	87	73.7
Someone who has technical training	72	61.0
Somebody who is involved in a trade	71	60.2
A person who will get me out of a jam when my furnace quits or plumbing leaks	17	14.4
A hairstylist or waiter in a restaurant	4	3.4
An engineer's helper	3	2.5
Somebody with dirty hands and coveralls	2	1.7
Other	6	5.1

Entries under "other":
(1) Red Seal in an inter-provincial seal of approval.
(1) Someone who is a genius.
(1) Someone who is a hard worker.
(1) They are fully skilled.
(1) Very handy people.
(1) With a Red Seal you can go anywhere.

Apprenticeship Survey Results

- Approximately half of all respondents are Apprentices and half are Journeypersons.



In which of the following trades has the majority of your experience been in?

- The following table shows the trades in which respondents had the majority of their experience in. The most common trade is electrician (12.5%), followed by cosmetologist (11.3%), carpenter (10.1%), and welder (9.7%).

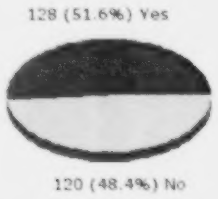
Trade	Total #	% of Responses
Electrician	31	12.5
Cosmetologist	28	11.3
Carpenter	25	10.1
Welder	24	9.7
Plumber	17	6.9
Automotive Services Technician	14	5.6
Industrial Mechanic	12	4.8
Ag Machinery Technician	12	4.8
Cook	10	4.0
Machinist	10	4.0
Industrial Instrument Mechanic	9	3.6
Truck & Transport Mechanic	6	2.4
Carpenter - Framer	5	2.0
Refrigeration Mechanic	5	2.0
Carpenter - Scaffolder	4	1.6
Motor Vehicle Body Repair	4	1.6
Steamfitter - Pipefitter	4	1.6
Boilermaker	3	1.2
HD Equipment Technician	4	1.6
Sheet Metal Work	3	1.2
Food & Beverage Person	2	0.8
Motor Vehicle Body Repair – Body Refinisher	2	0.8
Partsperson	2	0.8
Power Lineperson	2	0.8
Bricklayer	1	0.4
Crane & Hoist Operator – Boom Truck B	1	0.4
Crane and Hoist Operator - Hydraulic Crane	1	0.4
Electronics Assembler	1	0.4
Electronics Technician	1	0.4
Ironworker – Structural	1	0.4
Pork Production - Grower/Finisher	1	0.4
Roofer	1	0.4
Sprinkler Systems Installer	1	0.4
Steel Fabricator	1	0.4
Total	**248**	**100**

On-the-Job Training

The following set of questions will help us determine how to best support the training that occurs on-the-job. Your answers should reflect your experience.

Are you aware of the on-the-job training guide that SATCC prepares for each trade?

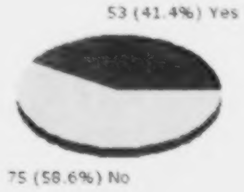
- Overall, 51.6% of respondents are aware of the on-the-job training guide that the SATCC prepares for each trade, while 48.4% are not.



248 responses

Did your employer review the related on-the-job guide with you at each level?

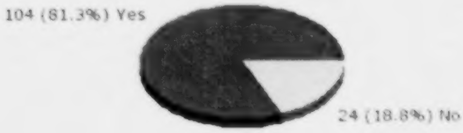
- Of those who are aware of the on-the-job guide, 41.4% indicated that their employer reviewed the guide related to their trade at each level.



128 responses

Does your employer assign work so that you experience the broadest range of tasks available at that workplace?

- Of those who are aware of the guide, 81.3% said that their employer assigns work so that they are able to experience the broadest range of tasks available at their workplace.



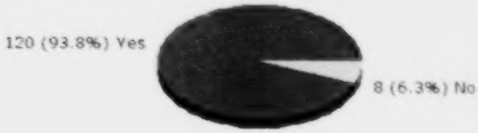
128 responses

- Apprentices are significantly more likely than journeypersons to indicate that their employer assigns work so that they experience the broadest range of tasks available at their workplace.

		Does your employer assign work so that you experience the broadest range of tasks available at that workplace?		
Status		**Yes**	**No**	**Total**
Journeyperson	**Count**	46	18	64
	%	71.9%	28.1%	100.0%
Apprentice	**Count**	58	6	64
	%	90.6%	9.4%	100.0%
Total	**Count**	104	24	128
	%	81.3%	18.8%	100.0%

Do you think that an on-the-job training guide is important to helping employers and apprentices recognize what an apprentice needs to learn in order to be successful?

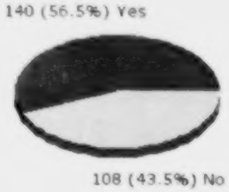
- Overall, 93.8% of those who are aware of the on-the-job training guide think that it is important to helping employers and apprentices recognize what an apprentice needs to learn in order to be successful.



128 responses

Did your employer pay the fee for registering the Contract of Apprenticeship with SATCC?

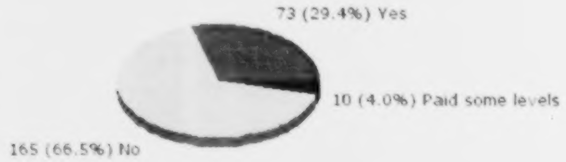
- In total, 56.5% of respondents indicated that their employer paid the fee for registering for the Contract of Apprenticeship with the SATCC.



248 responses

Did your employer pay the tuition fee for each level of technical training?

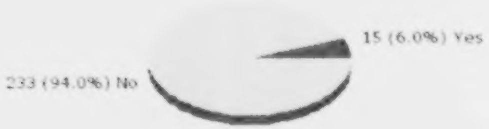
- Overall, 29.4% of respondents indicated that their employer paid the tuition fee for each level of technical training, while 4% indicated that their employer paid for some levels of technical training. Approximately two thirds of respondents indicated that their employer did not pay the tuition fee for any level of technical training.



248 responses

Have you ever been refused leave to attend a level of technical training?

- Of the total respondents, 6% have been refused leave to attend a level of technical training, while 94% have not.



248 responses

Why did your employer refuse a leave to attend a level of technical training?

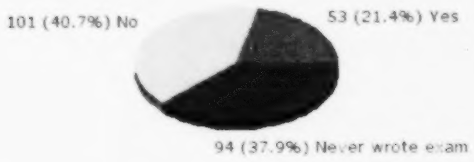
- Of those who were refused leave, 60% (9 respondents) indicated that it was because their employer had too much work at the time to let anyone go. Another 20% (3 respondents) indicated that their employer had several apprentices scheduled for the same time, so not all could go, while 13.3% (2 respondents) indicated that their employer was unfair, while 6.7% (1 respondent) cited budgetary reasons.

Reason	Total #	% of Responses
The employer had too much work at the time to let any of the workers go	9	60.0
Several apprentices at the firm were scheduled for the same time; not all could go	3	20.0
Employer was unfair (arbitrary, played favourites, disrespectful, etc)	2	13.3
Other	1	6.7
Total	**15**	**100**

Entries under "other":
(1) Budgetary reasons.

Did the employer pay the examination fee for your journeyperson examination?

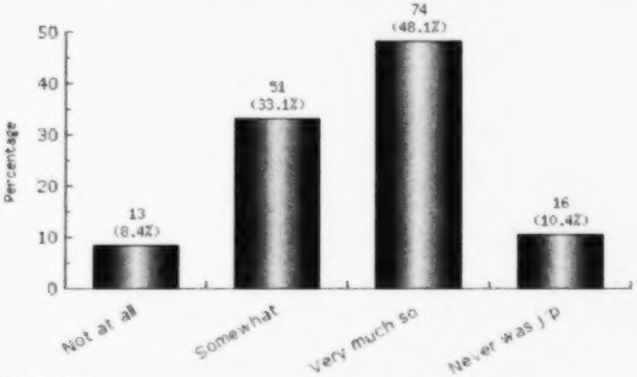
- Overall, 62.1% of respondents have written their journeyperson exam. Of these respondents, 34.4% indicated that their employer paid the examination fee.



248 responses

Were you satisfied with how you were treated at the firm once you were a journeyperson?

- Of those who wrote their journeyperson exam, and became a journeyperson, 90.6% indicated that they were either somewhat (36.9%) or very (53.6%) satisfied with how they were treated at their firm once they became a journeyperson, while 9.4% were not at all satisfied with how they were treated.



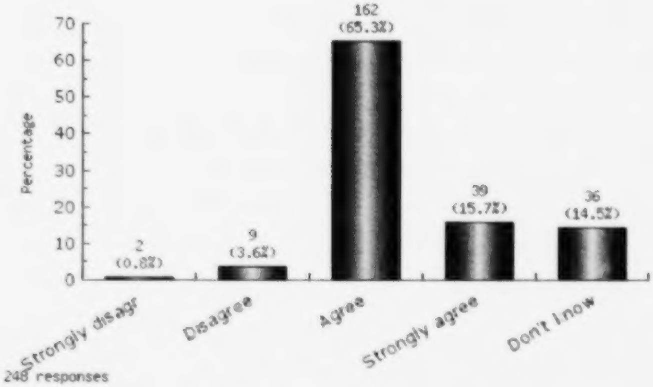
154 responses

Relevance of Training

The following set of questions will help us determine how relevant the training – both on-the-job and at technical school – was to you (i.e. how well the training prepared you for working in that particular trade).

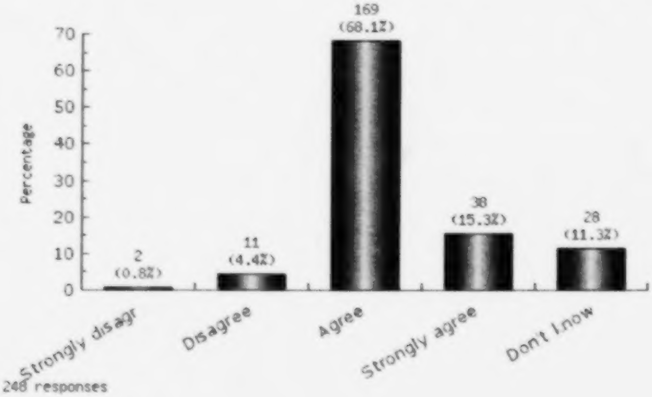
The competencies listed by the SATCC (brochure or website) for the trade are important to my ability to perform on the job and are common in the industry

- Overall, 81% of respondents agree or strongly agree that the competencies listed by the SATCC for the trade are important to their ability to perform on the job and are common in the industry, while 4.4% disagree or strongly disagree, and 14.5% are unsure. Excluding the 'don't know' responses, 94.8% of respondents agree or strongly agree.



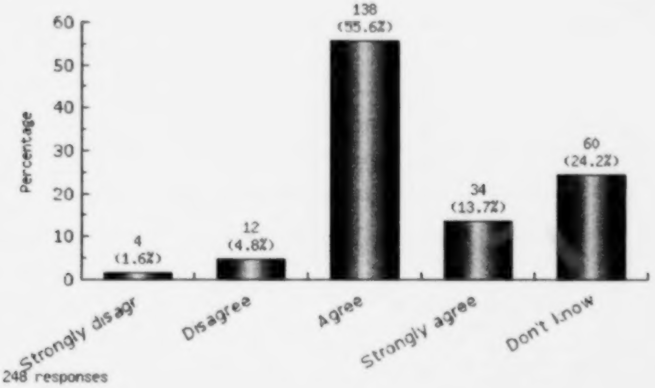
The competencies listed for the trade are important to my ability to find sufficient work at reasonable rates of pay

- In total, 83.4% of respondents agree or strongly agree that the competencies listed for the trade are importance to their ability to find sufficient work at reasonable rates of pay, while 5.2% disagree or strongly disagree, and 11.3% are unsure. Excluding those that are unsure, 94.1% of respondents agree or strongly agree.



The competencies listed for the trade were important to my ability to move between employers and/or across Provincial boundaries

- Overall, 69.3% of respondents agree or strongly agree that the competencies listed for their trade were important to their ability to move between employers and/or across provincial boundaries, while 6.4% disagree or strongly disagree, and 24.2% are unsure. Excluding those who are unsure, 91.5% of respondents agree or strongly agree.



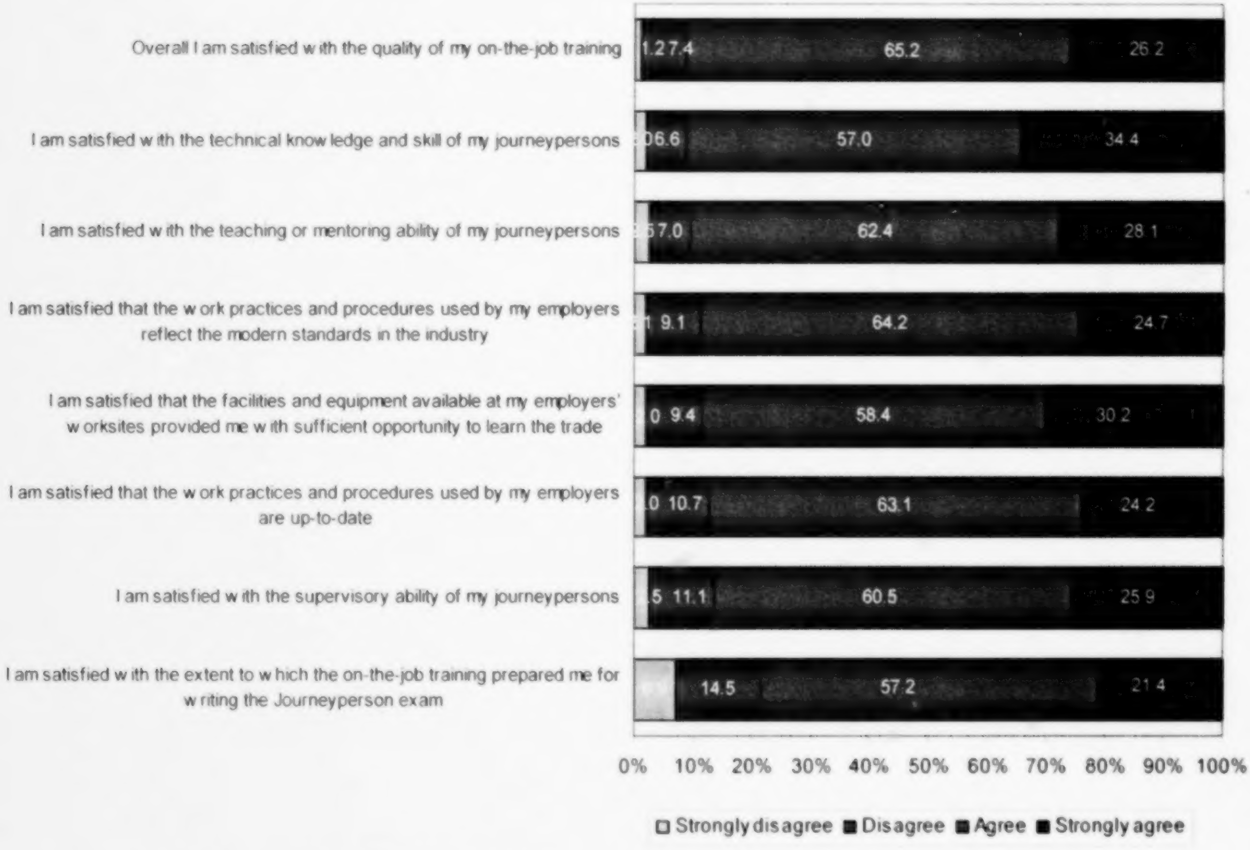
- More than 9 out of every ten respondents who gave an opinion about each statement either agreed or strongly agreed with it. Respondents are most likely to agree or strongly agree that the competencies listed for their trade are important to their ability to perform on the job and are common in their industry.

Statement	N	% Agree	% Strongly Agree	% Agree or Strongly Agree
The competencies are important to my ability to perform on the job and are common in the industry	212	76.4	18.4	94.8
The competencies are important to my ability to find sufficient work at reasonable rates of pay	220	76.8	17.3	94.1
The competencies were important to my ability to move between employers and/or across Provincial boundaries	188	73.4	18.1	91.5

On-the-Job Training

The following set of questions is specific to the on-the-job training that you did under the supervision of a journeyperson. These questions will help us determine if we need to improve the services we provide to employers and supervising journeypersons.

- Respondents are most likely to agree or strongly agree they are satisfied with the quality of their on-the-job training and with the technical knowledge and skill of their journeypersons (91.4% each), followed by the teaching or mentoring ability of their journeypersons (90.5%). They are less likely to agree or strongly agree they are satisfied with the extent to which the on-the-job training prepared them for writing the Journeyperson exam (78.6%). *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



*The above graph excludes 'don't know' responses.

- Respondents classified as apprentices are most likely to strongly agree that they are satisfied overall with the quality of their on-the-job-training (31.5%), compared to 20.8% of those classified as journeypersons. Apprentices are significantly more likely to agree or strongly agree that they are satisfied with the supervisory ability of their journeypersons (91.1%), compared to 81.7% of journeypersons.

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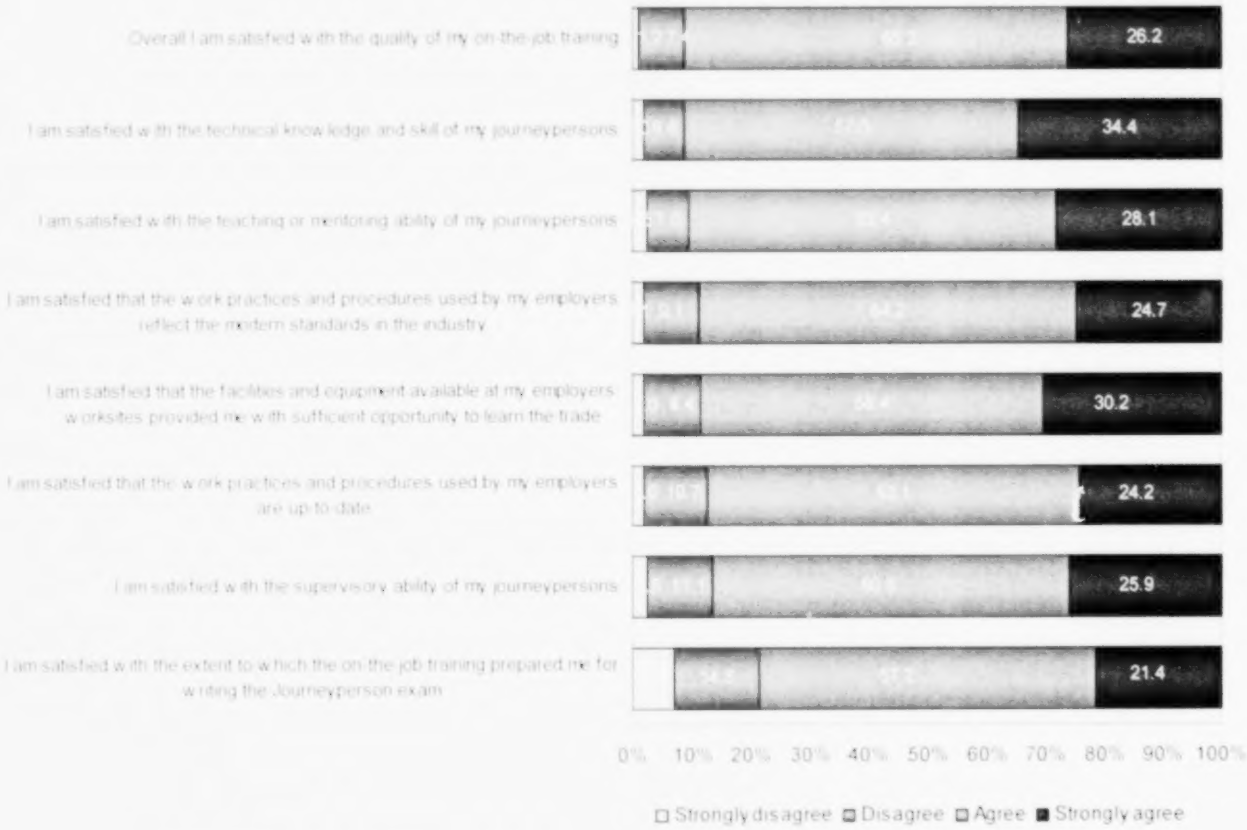

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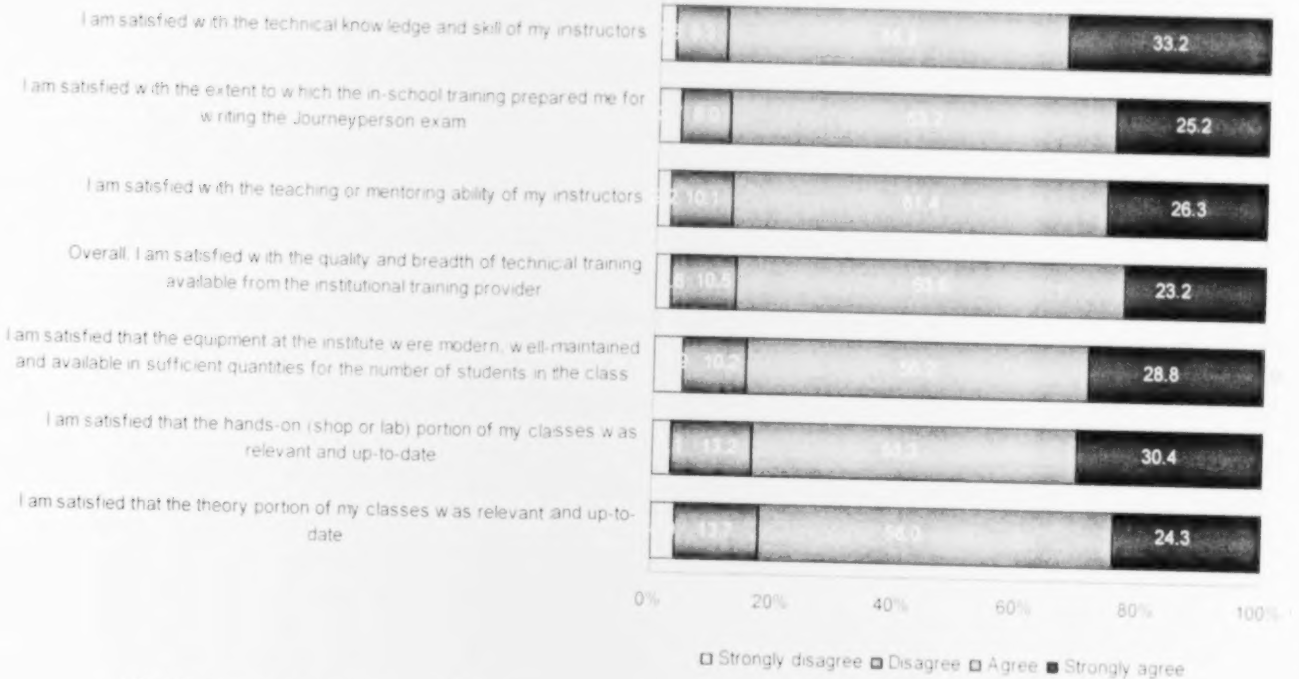
Apprentices are most likely to strongly agree that they are satisfied that the work practices and procedures used by their employers are up-to-date (32.3%), compared to 15.8% of journeypersons. Apprentices are significantly more likely to agree or strongly agree that they are satisfied that the work practices and procedures used by their employers reflect the modern standards in the industry (95.1%), compared to 82.5% of journeypersons.

In-School Technical Training

The following set of questions is specific to the in-school technical training that you took as part of your apprenticeship (typically at SIAST, SIIT, WTTI, a Union or private vendor). These questions will help us determine if our educational partners are providing the level of service that you expect.

Respondents are most likely to agree or strongly agree they are satisfied with the technical knowledge of their instructors (89.1%) and with the extent to which the in-school training prepared them for writing the Journeyperson exam. They are less likely to agree or strongly agree they are satisfied that the theory and hands-on portions of their classes were relevant and up-to-date (82.3% and 83.7% respectively). *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



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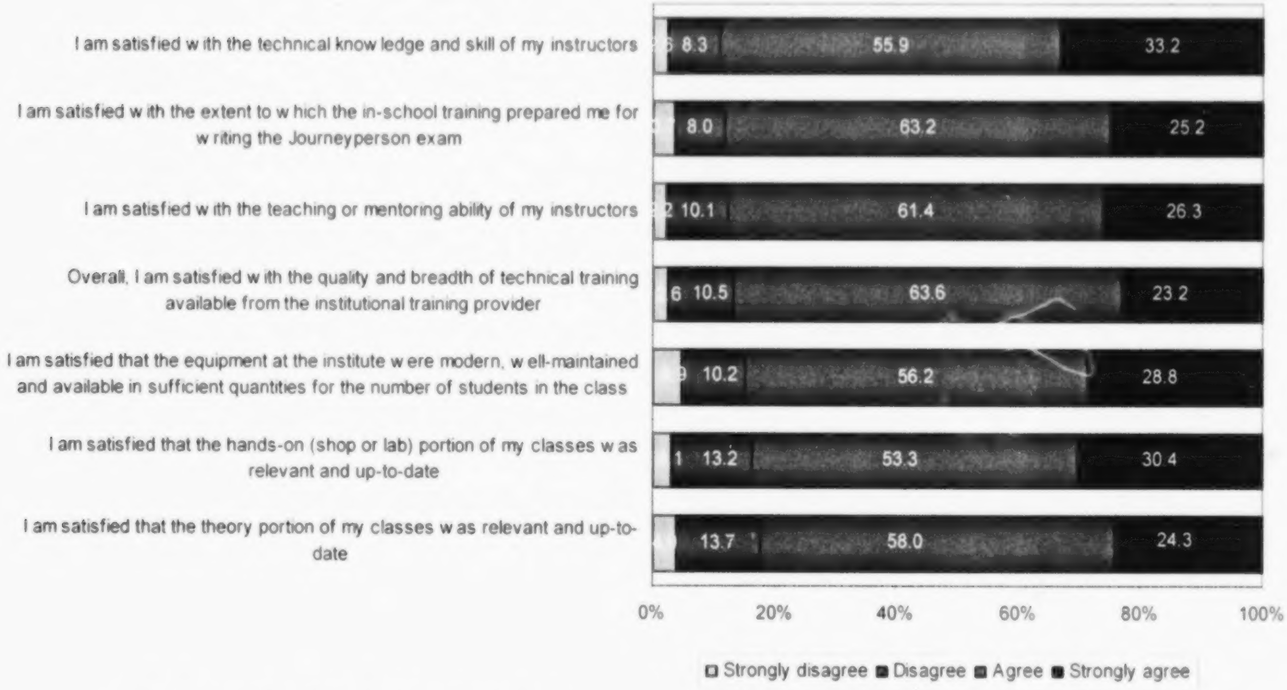

*The above graph excludes 'don't know' responses.

Alternate Ways to Offer In-School Training

The Saskatchewan Apprenticeship & Trade Certification Commission is considering different ways of offering the in-school portion of your training and have experimented with pilot projects over the past few years.

While you may not be familiar with all these formats, we would like you to rank the following as 1, 2, 3 … where 1 is your preferred format, 2 is your second choice, etc. You do not have to rank them all. (For the word "SIAST" in the following statements you may substitute any other training provider relevant to your trade.)

- Respondents were asked to rank various ways of offering the in-school portion of their training. Participating in an instructor-led course near their home community received the highest number of points (1094), with 56.4% of all respondents selecting it as their first choice. The standard 6 to 10 week block release program at one of the SIAST campuses is the second most preferred choice (941 points), with a significantly[1] lower 26.9% selecting it as their first choice. Respondents were least likely to prefer an interactive online or videoconference program where the instructor is available at certain times (503 points).

Format	N	Total Points	% First place rankings
An instructor-led course (including theory and shop) near my home community	202	1094	56.4%
The standard 6 to 10 week block release program at one of the SIAST campuses	192	941	26.9%
A totally work-based program where the employer provides the training and I challenge the journeyperson exam at the end of 5-6 years of learning	161	621	6.0%
A self-paced distance learning option (CD, print, on-line) with a short block of time at SIAST to cover some of the tasks I don't have at my workplace	147	542	4.7%
An interactive on-line or videoconference program where the instructor is available at certain times	153	503	3.8%
Other format	7	37	2.1%

Rank '1' = 6pts; Rank '2' = 5pts; Rank '3' = 4pts; Rank '4' = 3pts; Rank '5' = 2pts; Rank '6' = 1pts

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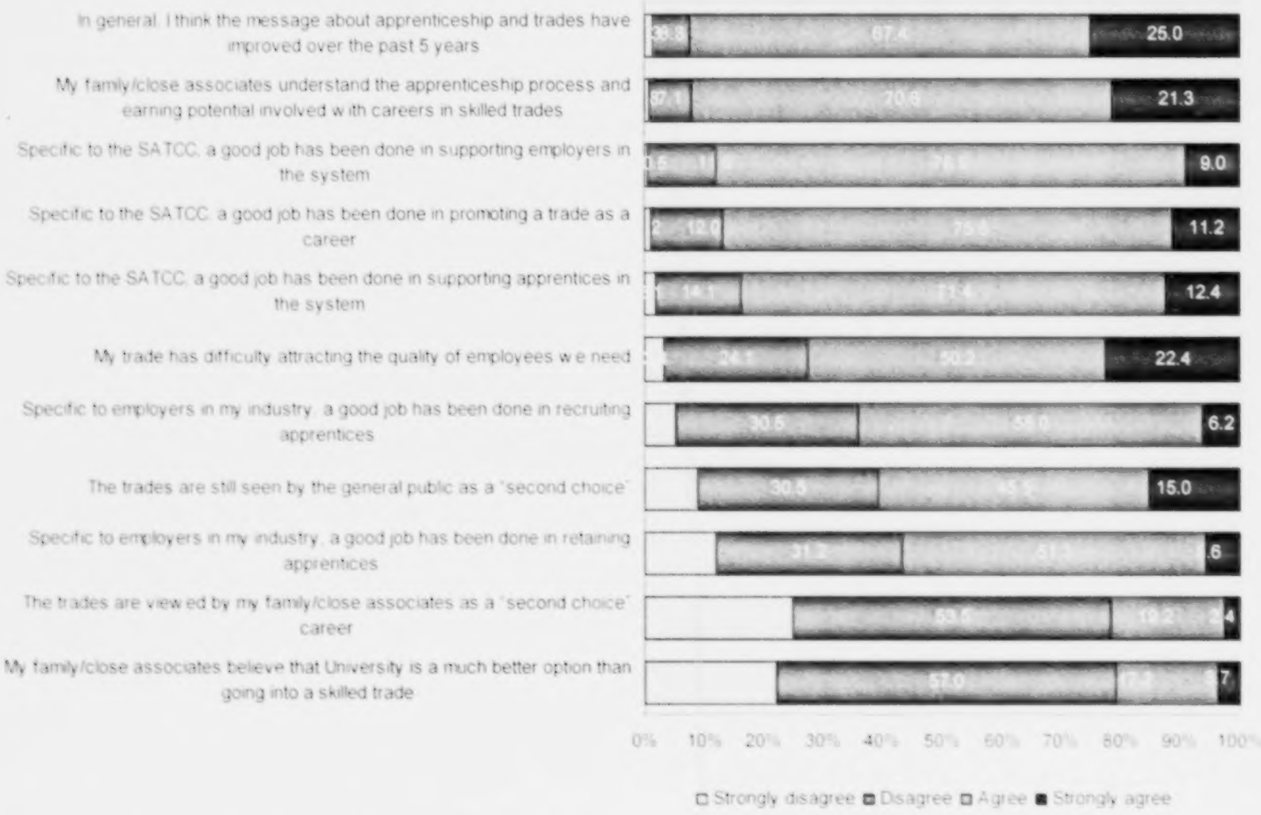
[1] Based on a t-test using a significance level of .05

The following set of questions will help us design our educational and promotional packages to encourage young people to select a career in the trades. Your answers should reflect the experience of your family or your peer group

- Respondents are most likely to agree or strongly agree that, in general, the message about apprenticeship and trades has improved over the past 5 years (92.4%), their family or close associates understand the apprenticeship process and earning potential involved with careers in skilled trades (92.1%), the SATCC has done a good job in supporting employers in the system (87.9%), and the SATCC has done a good job in promoting a trade as a career (86.7%). They are least likely to agree or strongly agree their family or close associated believe university is a much better option than going into a skilled trade (20.9%), and the trades are viewed by their family or close associates as a "second choice" career (21.6%). *Please see Appendix B for detailed frequencies including 'don't know' responses.*



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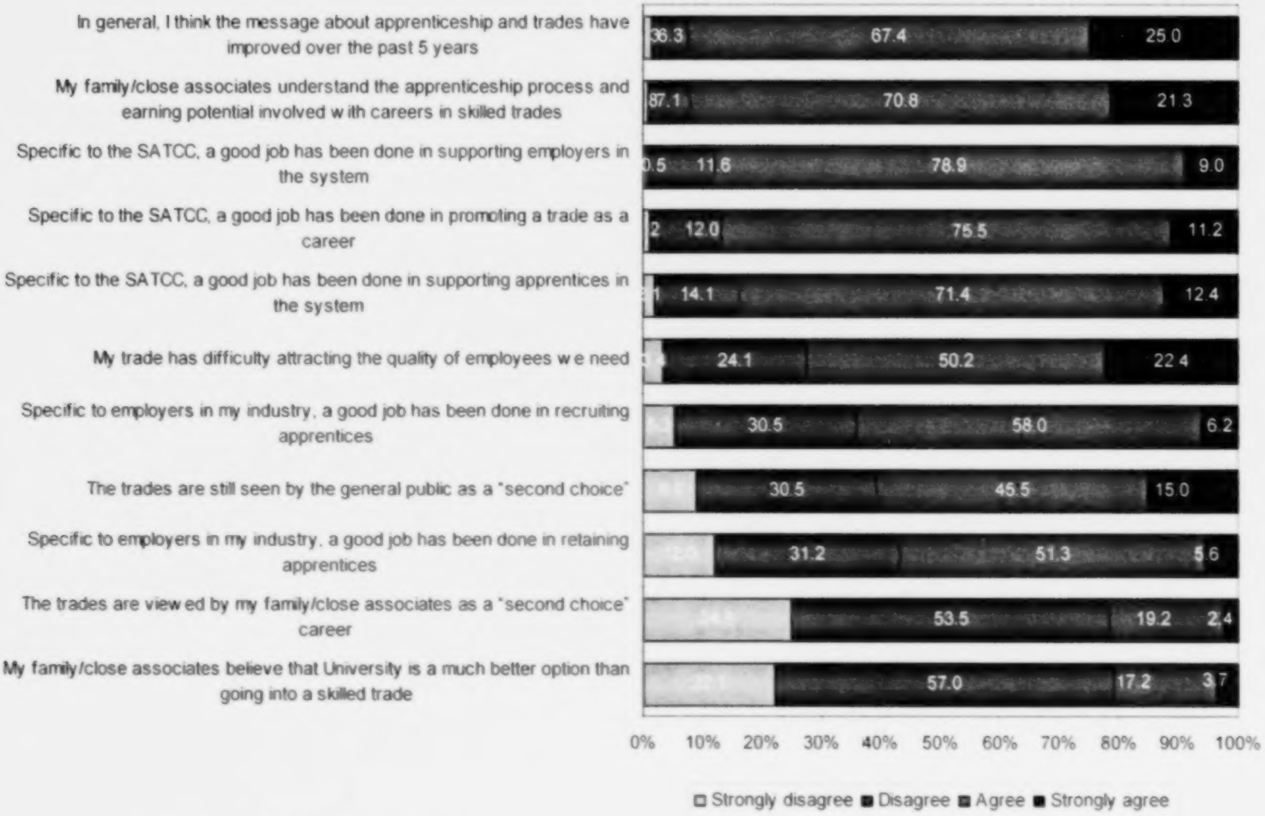
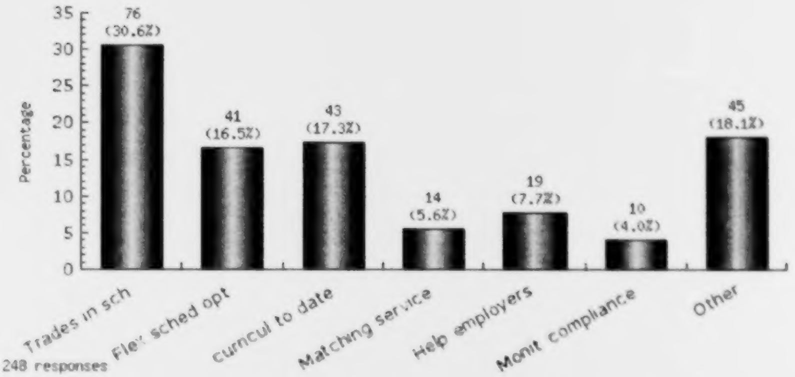


*The above graph excludes 'don't know' responses.

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, what is the one thing that the Commission could do better?

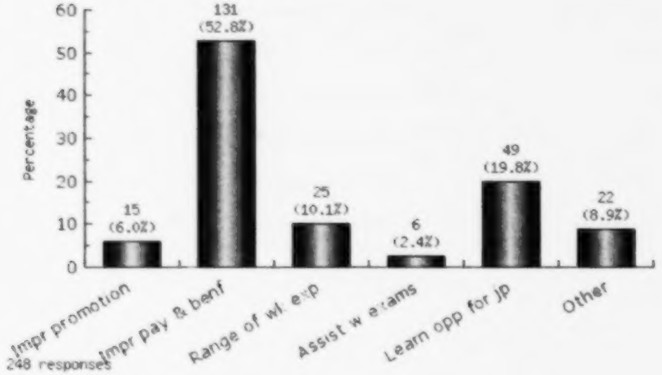
- Regarding the one thing that the SATCC could do better, 30.6% indicated that they could do a better job of promoting trades in the schools, while 17.3% indicated that they could do a better job of keeping the curriculum up-to-date, and 16.5% indicated that they could provide more flexible scheduling options for apprentices attending technical school. *Please see Appendix A for a complete list of entries under "other".*



Things SATCC could do better	Total #	% of Responses
Promote trades in the schools	76	30.6
Provide flexible scheduling options for apprentices attending technical school	41	16.5
Keep the curriculum up to date	43	17.3
Provide a "matching" service between employers and potential apprentices	14	5.6
Help employers organize the on-the-job training component	19	7.7
Monitor compliance with the legislation	10	4.0
Other	45	18.1
Total	**248**	**100**

Specific to employers in my industry, what is the one thing that they could do better?

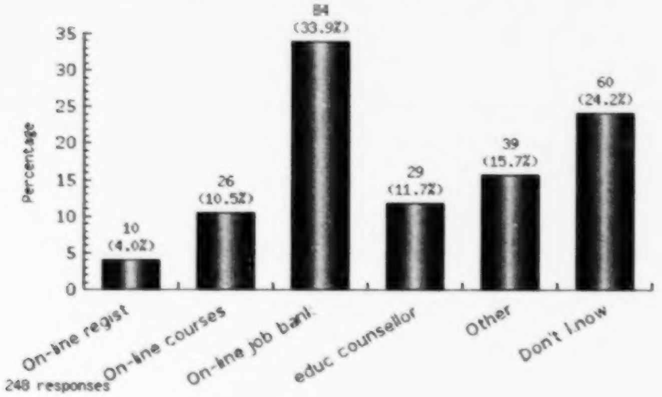
- Regarding the one thing that respondents think the employers in their industry could do better, 52.8% indicated that they could improve the pay and benefits for apprentices, while 19.8% indicated that they could provide continuous learning opportunities for journeypersons, and 10.1% indicated that they would like employers to provide a broad range of work experience for apprentices. *Please see Appendix A for a complete list of entries under "other".*



Things employers could do better	Total #	% of Responses
Improve the promotion of trades careers and the recruitment of apprentices	15	6.0
Improve pay and benefits for apprentices	131	52.8
Provide a broad range of work experience for the apprentice	25	10.1
Assist with developing and maintaining curriculum and examinations	6	2.4
Provide continuous learning opportunities for journeypersons	49	19.8
Other	22	8.9
Total	**248**	**100**

What is the one thing you would like to see the SATCC work towards implementing in the future?

- When asked to indicate the one thing they would like to see the SATCC work towards implementing in the future, 33.9% indicated that they would like to have an online job bank, while 11.7% would like there to be an education counsellor on site to assist with varies issues, and 10.5% would like online course to be offered. *Please see Appendix A for a complete list of entries under "other".*



Employer Survey Results

In the past two years, have you had apprentices working in any of the following trades? (check all that apply)

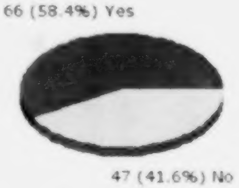
- Respondents were asked to indicate which trade they have had apprentices working in during the past two years. Overall, 49 trades were mentioned as having at least one apprentice. The most common trades are electrician (22.1%), industrial mechanic (17.7%), welder (16.8%), and plumber (15.9%).

Trade	Total #	% of Responses
Electrician	25	22.1
Industrial Mechanic	20	17.7
Welder	19	16.8
Plumber	18	15.9
Sheet Metal Worker	12	10.6
Industrial Instrument Mech	11	9.7
Steamfitter-Pipefitter	10	8.8
HD Equipment Tech	9	8
Refrigeration Mech	8	7.1
Partsperson	7	6.2
Power Lineperson	7	6.2
Ag Machinery Tech	6	5.3
Boilermaker	6	5.3
Carpenter	6	5.3
Cook	6	5.3
Machinist	6	5.3
Motor Vehicle Body Repair	6	5.3
Automotive Service Tech	5	4.4
Crane & Hoist Operator	5	4.4
Electronics Assembler	5	4.4
Food & Beverage Person	5	4.4
Sprinkler Systems Installer	5	4.4
Steel Fabricator	5	4.4
Ironworker – Structural	4	3.5
Roofer	4	3.5
Cabinetmaker	3	2.7
Cosmetologist	3	2.7
Crane & Hoist Operator - Boom Truck B	3	2.7
Glassworker	3	2.7
Insulator	3	2.7
Bricklayer	2	1.8
Carpenter - Scaffolder	2	1.8
Const. Craft Labourer	2	1.8
Drywall / Acoustical Mech	2	1.8
Electronics Technician	2	1.8
Motor Vehicle Body Repair - Body Refinisher	2	1.8
Truck & Transport Mech	2	1.8
Aircraft Maintenance Tech	1	0.9
Carpenter - Framer	1	0.9
Crane & Hoist Operator - Boom Truck A	1	0.9
Crane & Hoist Operator - Hydraulic Crane	1	0.9
Custom Harvester	1	0.9
Floorcovering Installer	1	0.9
Guest Services Repr.	1	0.9
Horticulture Tech	1	0.9
Meat Cutter	1	0.9
Painter & Decorator	1	0.9
Steamfitter-Pipefitter - Petroleum Installer	1	0.9
Welder - Production Welder	1	0.9
Total	**113**	**100**

The following set of questions will help us determine how best to support the training that occurs on-the-job. Your answers should reflect the experience of your firm rather than your sector or industry.

Are you aware of the on-the-job training guide that SATCC prepares for each trade?

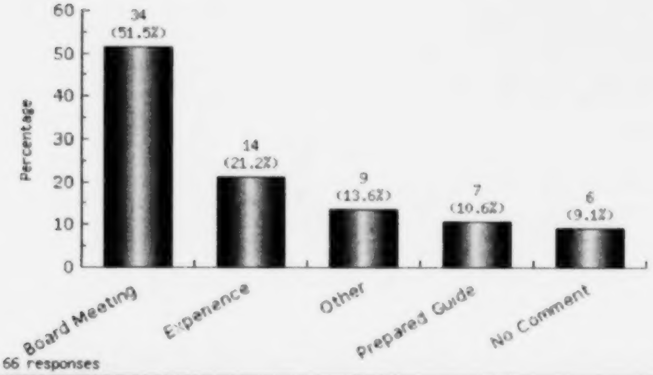
- Overall, 58.4% of employers are aware of the on-the-job training guide that SATCC prepares for each trade.



113 responses

How did you learn about the on-the-job training guide that SATCC prepares for each trade?

- Of those who are aware of the on-the-job training guide, 51.5% learned about it at a trade or apprenticeship board meeting. Also, 21.2% have either personally used the guide or learned about it from their employer, or someone else in their industry, while 13.6% learned about it from SATCC, SIAST, or a brochure or website, and 9.1% were personally involved in creating the guide for their trade, or are members of the curriculum board. *Please see Appendix A for a complete list of responses by theme.*

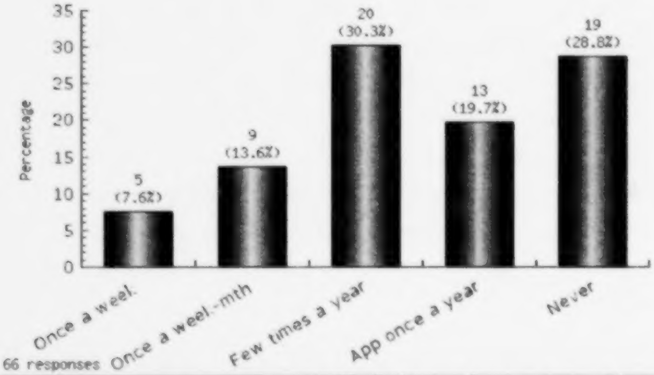


66 responses

Source	Total #	% of Responses
Heard about it at trade/apprenticeship board meeting/member of a board.	34	51.5
Have personally used the guide/heard about it through employer.	14	21.2
SATCC, SIAST, Internet, brochure.	9	13.6
Involved in preparing guide for a particular trade. Member of curriculum/examination board.	7	10.6
No Comment/Don't Know.	6	9.1
Total	**66**	**100**

How often do you refer to the on-the-job training guide when training your apprentices?

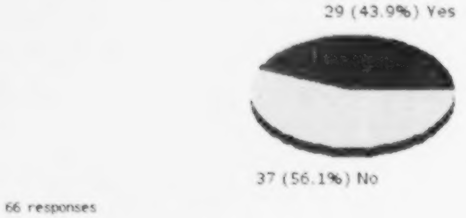
- Of those who are aware of the on-the-job training guide, 71.2% refer to it at least once a year when training their apprentices; this equates to 41.6% of all respondents. Of those who refer to the guide, 29.7% do so at least once a month. Another 42.6% refer to it a few times a year, and 27.7% refer to it approximately once a year.



How often refer to on-the-job training guide	Total #	% of Responses	Cumulative %
At least once a week	5	10.6	10.6
At least once a month but not on a weekly basis	9	19.1	29.7
A few times a year	20	42.6	72.3
Approximately once a year	13	27.7	100.0
Total	**47**	**100**	

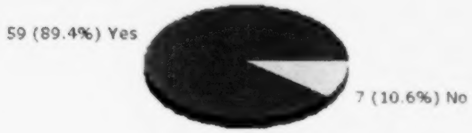
Do you review the related on-the-job training guide with apprentices as they enter each level?

- Of those who are aware of the on-the-job training guide, 43.9% review it with apprentices as they enter each level.



Do you think that an on-the-job training guide is important to helping employers see what an apprentice needs to learn in order to be successful?

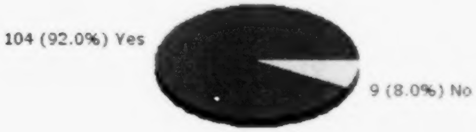
- Nearly nine in every ten respondents who are aware of the on-the-job training guide think that it is important to helping employers see what an apprentice needs to learn in order to be successful (89.4%).



66 responses

Do you make every effort to assign work so that each apprentice can experience the broadest range of tasks?

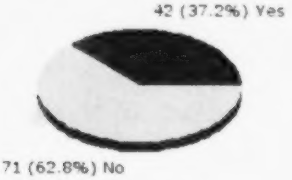
- Overall, 92% of respondents indicated that they make every effort possible to assign work so that each apprentice can experience the broadest range of tasks.



113 responses

As an employer, do you find it difficult to provide the broadest range of tasks to each apprentice?

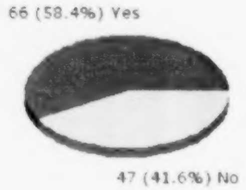
- Of the total respondents, 37.2% find it difficult to provide the broadest range of tasks to each apprentice. *Please see Appendix A for reasons as to why employers do or do not find this difficult.*



113 responses

Do you pay the fee for registering the Contract of Apprenticeship with SATCC?

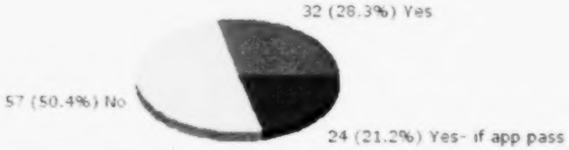
- Overall, 58.4% of respondents pay the fee for registering the Contract of Apprenticeship with SATCC.



113 responses

Do you pay the tuition fee for each level of technical training?

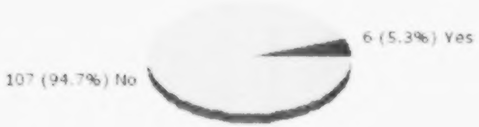
- Overall, 49.5% of respondents pay the tuition fee for each level of technical training, either with no stipulation that the apprentice must pass (28.3%), or only if the apprentice passes (21.2%).



113 responses

Have you ever refused an apprentice leave to attend a level of technical training?

- Of the total respondents, 5.3% (6 respondents) have refused an apprentice leave to attend a level of technical training.



113 responses

Why did you refuse an apprentice leave to attend a level of technical training?

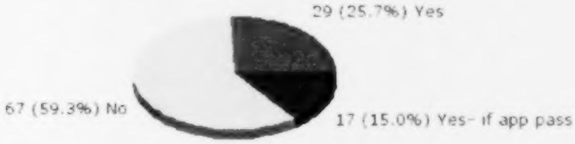
- Of the six respondents who have refused an apprentice leave to attend a level of technical training, four did so because they had requests for several apprentices to attend at the same time and couldn't release them all. Also three respondents indicated that they had too much work at the time to let any of their workers go, and two respondents indicated that they did not think that the apprentice was ready to attend.

Reason refused leave	Total #	% of Responses
Had requests for several apprentices to attend at the same time; couldn't release them all	4	66.7
We had too much work at the time to let any of our workers go	3	50.0
Did not think the apprentice was ready to attend (e.g. lack of on-the-job experience, etc)	2	33.3
Not enough notice was given by SATCC	1	16.7
Other (please specify):	1	16.7
Total	**6**	**100**

Entries under "other":
(1) Financial hardship

Do you pay the examination fee for the journeyperson examination?

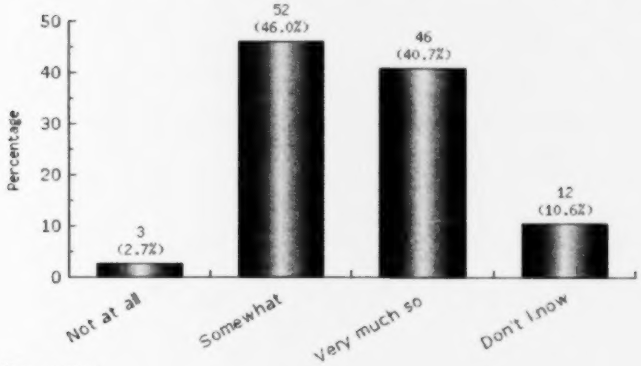
- Overall, 40.7% of respondents indicated that they pay the examination fee for the journeyperson examination, either with no stipulation that the apprentice must pass (25.7%) or only if the apprentice passes (15%).



113 responses

Are you satisfied with the quality of the journeyperson following completion of apprenticeship?

- Of the total respondents, 86.7% of respondents are somewhat satisfied (46%) or very satisfied (40.7%) with the quality of the journeyperson following completion of apprenticeship. Only 2.7% (3 respondents) are not at all satisfied. Excluding those who are unsure, 97% of respondents are somewhat or very satisfied.



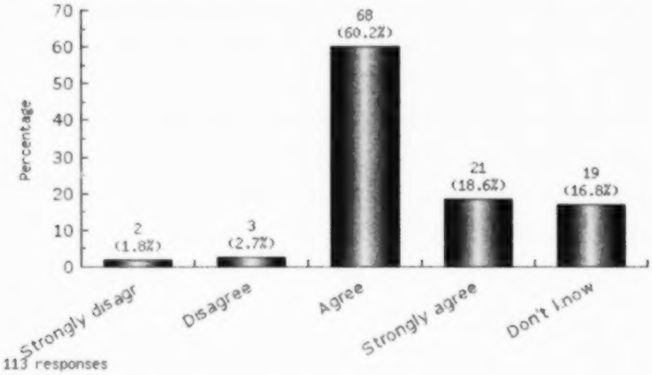
113 responses

The following set of questions will help us determine how relevant the development of trade skills is to employers (i.e. how the performance of the apprentice is related to development of the competencies recognized in that particular trade).

Your answers should reflect the experience of your firm rather than your sector or industry.

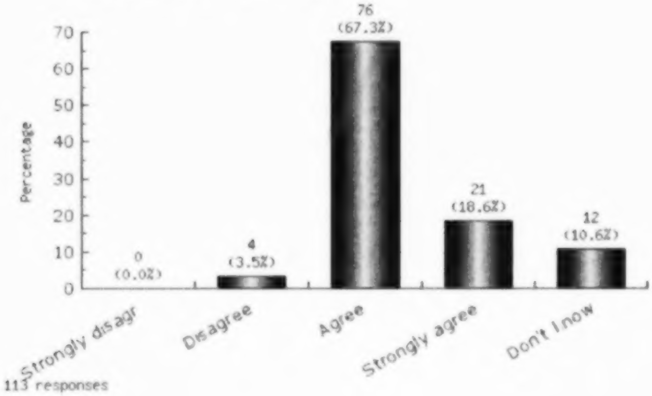
The competencies listed by the SATCC (brochure or website) for the trade are important to the apprentice's ability to perform on the job

- ○ In total, 78.8% of respondents agree (60.2%) or strongly agree (18.6%) that the competencies listed by the SATCC for the trade are important to the apprentice's ability to perform on the job. Only 4.5% (5 respondents) disagree or strongly disagree.



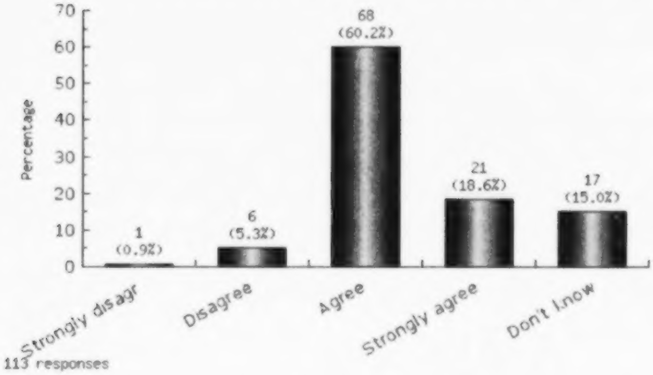
The competencies listed for the trade are often supported by the industry

- ○ Overall, 85.9% of respondents agree (67.3%) or strongly agree (18.6%) that the competencies listed for the trade are often supported by the industry, while 3.5% (4 respondents) disagree.



The competencies listed for the trade are important to our firm's ability to attract and retain clients and/or contracts

- Of the total respondents, 78.8% of respondents agree (60.2%) or strongly agree (18.6%) that the competencies listed for the trade are important to their firm's ability to attract and retain clients and/or contracts, while 6.2% (7 respondents) disagree or strongly disagree.

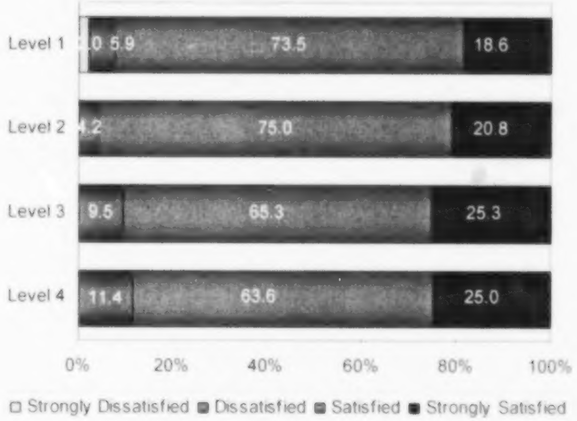


- More than 9 out of every ten respondents who gave an opinion about each statement either agreed or strongly agreed with it. Respondents are most likely to agree or strongly agree that the competencies listed for their trade often supported by the industry.

Statement	N	% Agree	% Strongly Agree	% Agree or Strongly Agree
The competencies listed for the trade are often supported by the industry	101	75.2	20.8	96.0
The competencies are important to the apprentice's ability to perform on the job	94	72.3	22.3	94.6
The competencies listed for the trade are important to our firm's ability to attract and retain clients and/or contracts	96	70.8	21.9	92.7

How satisfied are you with the following levels to perform the tasks as expected...

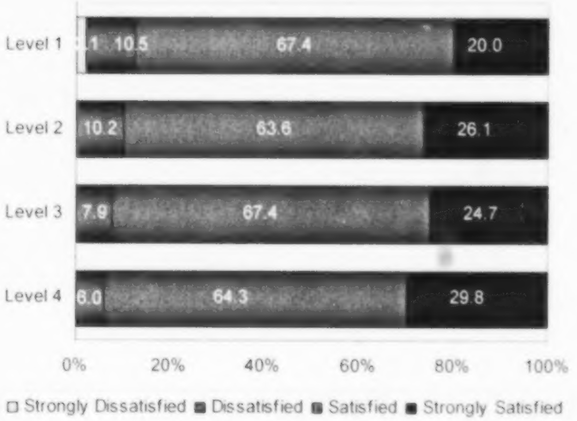
- The majority of respondents who gave an opinion are satisfied or strongly satisfied with the ability of the apprentices in each level to perform tasks as expected. Respondents are most likely to be satisfied or very satisfied with Level 2 apprentices (95.8%). No respondents indicated they were strongly dissatisfied with apprentices in levels 2 to 4. *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



*The above graph excludes 'don't know' responses.

For each of the following levels, how satisfied are you that the apprentice's ability contributes to the growth and profitability of your firm...

- The majority of respondents who gave an opinion are satisfied or strongly satisfied that the abilities of the apprentices in each level contribute to the growth and profitability of their firm. Respondents are most likely to be satisfied or very satisfied with Level 4 apprentices (94.1%). Again, no respondents indicated they were strongly dissatisfied with apprentices in levels 2 to 4. *Please see Appendix B for detailed frequencies, including 'don't know' responses.*



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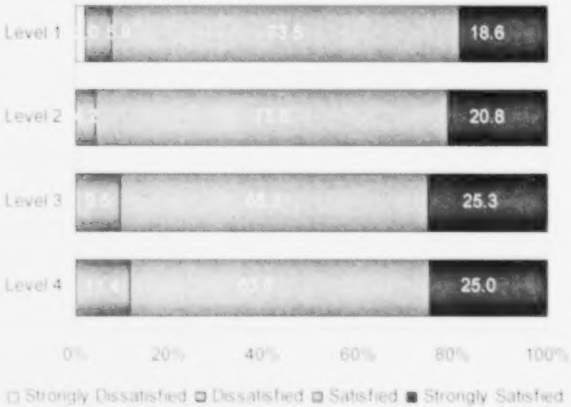

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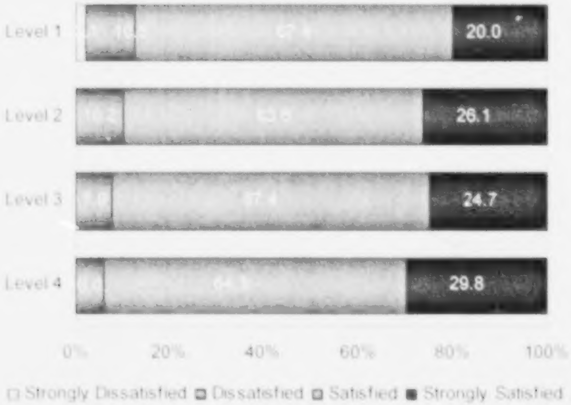
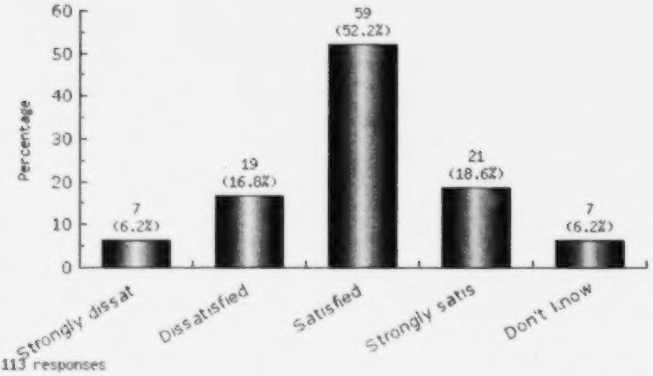


*The above graph excludes 'don't know' responses.

How satisfied are you with the quality and breadth of Technical Training available from the institutional training provider (SIAST, Regional College, Union, private sector trainer)?

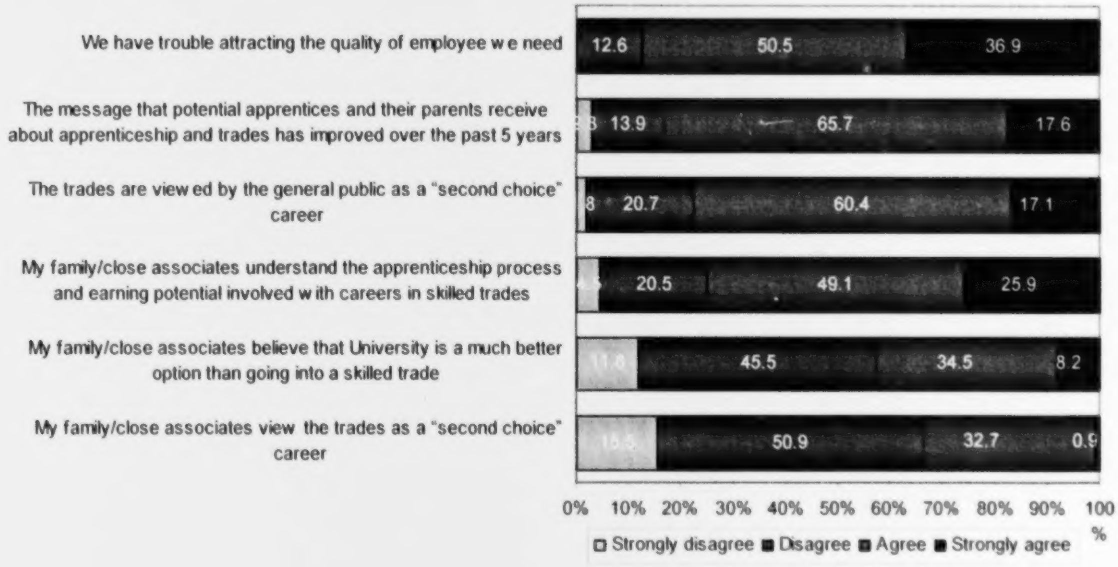
- Overall, 70.8% of respondents are satisfied (52.2%) or strongly satisfied (18.6%) with the quality and breadth of Technical Training available from the institutional training provider, while 23% are dissatisfied or strongly dissatisfied. Excluding those with no opinion, 75.5% are satisfied or strongly satisfied.



The following set of questions will help us design our educational and promotional packages to encourage young people to select a career in the trades.

As before, your answers should reflect the experience of your family or your firm rather than your sector or industry.

- Respondents are most likely to agree or strongly agree they have trouble attracting the quality of employee they need (87.4%) and the message that potential apprentices and their parents receive about apprenticeship has improved over the past five years (83.3%). They are least likely to agree or strongly agree their family or close associates view the trades a "second choice" career (33.6%) and that their family or close associates believe that university is a much better option than going into a skilled trade (42.7%). *Please see Appendix B for detailed frequencies including 'don't know' responses.*



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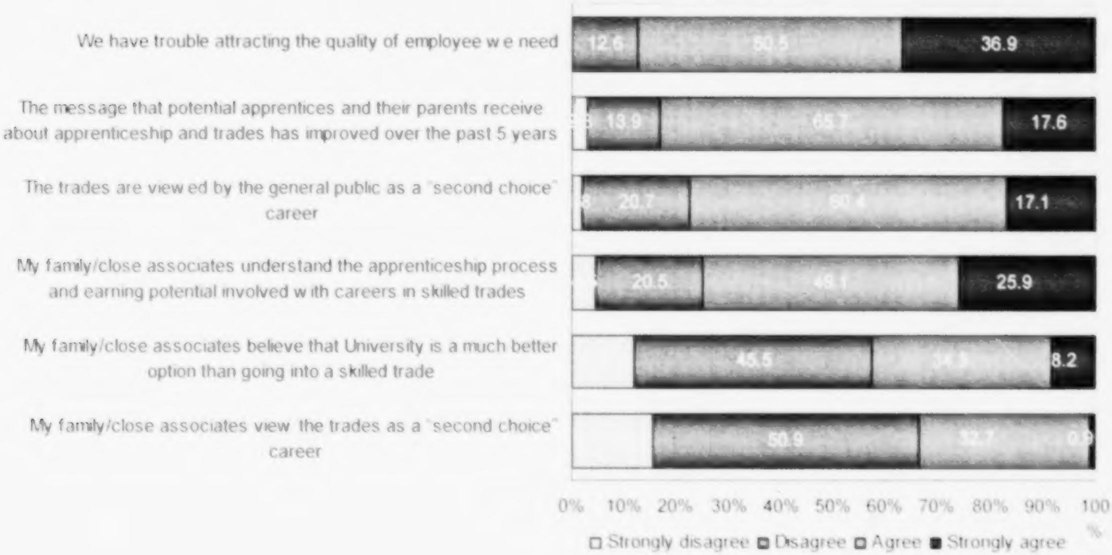

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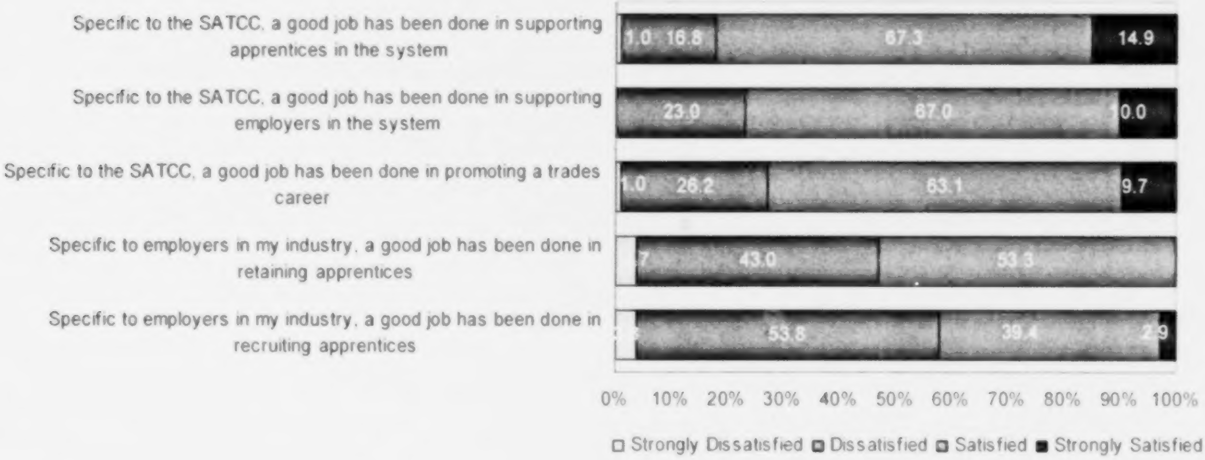
- Respondents are most likely to be satisfied or strongly satisfied that the SATCC has done a good job in supporting the apprentices (82.2%) and employers (77%) in the system. They are least likely to be satisfied or strongly satisfied that the employers in their industry have done a good job in recruiting apprentices (42.3%). *Please see Appendix B for detailed frequencies including 'don't know' responses.*



*The above graph excludes 'don't know' responses.

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, what is the one thing that the Commission could do better?

- When asked to indicate the one thing that the SATCC could do better, 48.7% of respondents indicated that they could better promote trades in the schools. Another 11.5% said they could better keep the curriculum up-to-date, while 8.8% said they could provide a matching service between employers and potential apprentices, and 8.8% said they could monitor compliance with the legislation.

One thing the Commission could do better	Total #	% of Responses
Promote trades in the schools	55	48.7
Keep the curriculum up to date	13	11.5
Provide a "matching" service between employers and potential apprentices	10	8.8
Monitor compliance with the legislation	10	8.8
Provide flexible scheduling options for apprentices attending technical school	9	8
Help employers organize the on-the-job training component	8	7.1
Other	8	7.1
Total	**113**	**100**

Entries under "other":
(1) Communicate with employers.
(1) Develop a succession plan to replace the majority of members on the different trades.
(1) Hiring more skilled and experienced teachers for the apprenticeship system.
(1) I don't know.
(1) Promote trades generally - there seems to be a lot of promotion in the schools.
(1) Provide a boilermaker college here in Saskatchewan.
(1) Should also list specific salary ranges in those trades and not generalize.
(1) Training in Saskatchewan.

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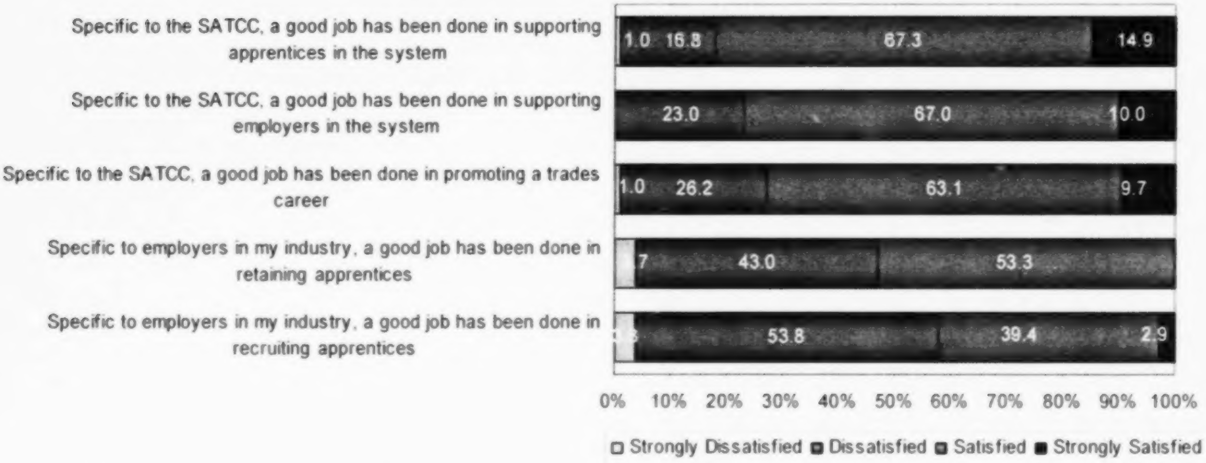

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(1) Provide a boilermaker college here in Saskatchewan.
(1) Should also list specific salary ranges in those trades and not generalize.
(1) Training in Saskatchewan.

Specific to employers in your industry, what is the one thing employers could improve?

- When asked to indicate the one thing that employers in their industry could improve, 30.1% of respondents indicated that they could improve their promotion and recruitment of apprentices. Another 22.1% indicated that they could provide a broad range of work experiences for the apprentice, while 20.4% said they could improve pay and benefits for apprentices, and 17.7% said they could provide continuous learning opportunities for journeypersons.

One thing employers could improve	Total #	% of Responses
Improve our promotion and recruitment of apprentices	34	30.1
Provide a broad range of work experience for the apprentice	25	22.1
Improve pay and benefits for apprentices	23	20.4
Provide continuous learning opportunities for journeypersons	20	17.7
Assist with developing and maintaining curriculum and examinations	7	6.2
Other	4	3.5
Total	**113**	**100**

Entries under "other":
(1) Provide a college here in Saskatchewan.
(1) Remove the need for apprentices to go on E.I. and keep apprentice on payroll while going to school.
(1) Shut the border off to Alberta.
(1) There is a shortage of JP - not new apprentices - we need to look at ratios.

Appendix A: Open-Ended Responses

Youth Survey

What would keep you away from a career in the trades?

Entries under "other":
(15) No comment.
(8) Nothing.
(3) Not interested.
(1) I don't know.
(1) I want to work with kids.
(1) I'm raising my daughter, so not so sure.
(1) If I was able to go to SIAST technical college.
(1) It interferes with our farm.
(1) Just not what I like for a full-time job.
(1) Not believing I could do it.
(1) Not enough technical schools.

Who was advertising and what were they promoting?

Entries under "other":
(3) No comment.
(1) Army.
(1) Arts.
(1) Government.
(1) Hockey team.
(1) Not sure but there is a lot on television.
(1) Peterbilt is going to hire me after high school for on the job training.
(1) Posters in school.
(1) Teacher said that the need for welders is strong.
(1) Teacher was explaining the trades.

Who/what has or has had the most influence on decisions you made or will make about your career?

Entries under "other":
(5) Myself.
(2) My significant other.
(1) Both school experiences and my teachers.
(1) Everything in life.
(1) Friend.
(1) My environment.
(1) My favourite music band has a fulfilling career path behind them.
(1) My likes.
(1) My newborn son.
(1) My school experience and my parents.
(1) Neighbour.
(1) No Comment
(1) Responses 1 through 7.
(1) Situaton at home.
(1) Work experience, my parents and through advertising.

What career or education path was recommended to you by a guidance counselor, principal or other respected member of your school staff?

Entries under "other":
(5) Do not know.
(5) No comment.
(4) Multiple education and/or career paths.
(3) I did not visit the counsellor.
(2) Undecided.
(1) Anything I felt I could do.
(1) Both University and SIAST.
(1) None were recommended but many were suggested.
(1) None.
(1) Police.
(1) They do not recommend we make the choice with their information given.
(1) University, SIAST, and other technical colleges.
(1) Whatever I choose.

What interaction/contact have you had with the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) in the last 2 years?

Entries under "other":
(3) Heard of them at school.
(2) None.
(1) Apprenticeship form for High School classes.
(1) Do not know.
(1) I have been to SIAST for schooling.
(1) I surveyed them myself.
(1) No comment.
(1) Our career teacher told us about it.
(1) Teacher presentation.
(1) The Apprenticeship course at Olds College in Olds, Alberta
(1) Wrote level one welding.

What do you think the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) should do to let people know who they are and what they do?

Entries under "other":
(3) No comment.
(1) Add more humour.
(1) Explain what exactly they do.
(1) Give away free shirts.
(1) I don't know.
(1) I enjoy the brochures they put out.
(1) Join career fairs.
(1) Not advertise, so I get more customers when I am a tradesperson.
(1) Nothing as they are well known already.
(1) Put ads on buses, planes, blimps and jets advertising for them.
(1) Put more classes in schools.

Parent Survey

Now think about how you would respond to a young person asking you for advice. If you were to recommend a career or education path, which one of the following options would you suggest?

Entries under "other":
(7) Depends on the person.
(1) Circumstantial.

(1) Depends on their interests and abilities.
(1) Go to school.
(1) I'd tell them to go into something that interests them.
(1) It depends on their interests. I'd recommend University or Technical College.
(1) Support any interest they have.

What would be the particulars of that situation [that would lend themselves to you recommending to a young person to pursue a career in the trades]?

Demand - 28 responses (Demand for trades/shortage of trades.)
(1) Any kids that ask me for advice I would suggest they pursue the trades. I think there are good job prospects right now.
(1) Currently there is a lack of trades' people in Saskatchewan and opportunities for future earning capacity are significant.
(1) Employability and salary.
(1) I think there is more of a demand for the trades. That's the only reason I'd recommend it.
(1) I think they will make good money, as there are a lot of Trade jobs up North.
(1) I think we are short of trades where I live. We need more trades people.
(1) I work with individuals everyday and one of the trades I work with is the cooking profession where there is a huge shortage.
(1) I would recommend a student going into the trades if they had wanted to go to University because more trades people are getting jobs rather than those with University degrees.
(1) If a student says they don't know what they want to I would recommend them into a field where there is a demand for them. If there is a demand for the trades, than that is where I will recommend students.
(1) In the North here there is a need for trades' people and so I would recommend this avenue.
(1) It seems to be where the jobs are.
(1) Large opportunity for jobs in many areas
(1) More jobs in that area, and the ability to set your own hours.
(1) Quite a lot of jobs available in the trades. Her children would be more geared to this type of thing as they are more hands-on type of people rather than academic. Would recommend it and older son is working on oil rigs and he's doing well. Not everyone wants to sit in an office.
(1) Shortage in the trades school, and guarantee of work.
(1) The high demand for skilled trades' workers. A University degree on the other had does not get you anywhere unless you are a teacher or a nurse or something. With the skills you are almost guaranteed a job and it is something you can fall back on and you will always have a job available to you. With a University degree you tend to be overqualified. A trade is something that is useful. There is always going to be work available somewhere or you can start your own business whereas with a degree you depend on other people.
(1) The reason that I would recommend this is because of the high demand for trades' people. Opportunities are out there for welders, truck drivers and operating engineers.
(1) The trades are in high demand and will be for the next few years.
(1) There a real shortage for trades people, so they'd get a job right away and the money would be excellent.
(1) There are a lot of jobs in that area at this time.
(1) There are major openings right now; there are a ton of trade jobs available. That would be the way to get into the business.
(1) There are many shortages right now in the trades.
(1) There are not enough of good, trades' people, in the business at this time
(1) There are so many jobs out there that require trades people and also they could travel anywhere and get a job easy.
(1) There are so many opportunities for exciting careers and guaranteed employment.
(1) There is a great demand for people educated in the trades' area now and in the future.
(1) There seems to be a big boom in the trades right now so opportunity to make money is high.
(1) To correct the shortage of trades people and to tap the opportunity.

Alternative - 27 responses (Alternative for more practical skills/Alternative to University.)
(1) I am a high school teacher and I urge students to consider the trades and technology diplomas.
(1) I would because you can have a University a degree and make all the pictures you like, but if you do not have people to build the building then where are you?
(1) I would recommend it to someone that has trouble learning or writing exams. University may not be the best option for them or they can't get in because of grades.
(1) I would recommend, as a parent, if a child is struggling in school and homework, they should go into the trades. I can tell if someone is capable to pursue a university degree. My son doesn't, so I recommended he go into a trade's career.
(1) I'm not sure if they are suited to it and would suggest that.
(1) If I thought the person was suitable for that, and that has the abilities to do practical things.
(1) If someone does not know what they are interested in when they graduate and don't want to go to university, this would be a good option.
(1) If student is more interested in employment than a lengthy stint in further education
(1) If the young person was mechanically inclined.
(1) If they are interested in the trades and have more trouble with book learning and grades.
(1) If they had the aptitude or ability, and also if they enjoyed doing it.
(1) If they were more hands on than the studying book type of person.
(1) It depends on their skills and if they have more practical focus.
(1) Learning disability, so trades would be good.
(1) Mechanically minded and objective individual. Someone who enjoys hands on activities
(1) My nephew is not really a great student, but I think he could use a hands on job. I would recommend the trades for those who struggle with their grades.
(1) Society is in need of people who are educated in various trades. Although a university education is very helpful, it does not always prepare a person for the exact positions that are required. The trades basically educate a person for a specific position.
(1) Some people are more suited to trades.
(1) Someone who has hands on skills, not so academically strong, enjoys physical labour.
(1) The aptitude and the academic ability of the person.
(1) The young person's demonstrated aptitude and comfort with trades; challenges with pure academics; potential to develop expertise and reputation as practicing journeyman creates potential for future business or entrepreneurship
(1) Their learning style.
(1) There are some people who struggle with reading & writing that excel with hands on experience and technical studies. I.e.: Cochrane Technical Institute in Regina, SK., Canada. Many graduated students have been very successful in the work force. Many of the graduates have also gone on to complete SIAST courses and finished with Certificates in their chosen field.
(1) They can get in and get an education, and make as much or more as a post-secondary graduate. They would also have far less debt. As well, employers are willing to train on the job at the employer's expense.
(1) Those who do not want to go university or if they would not qualify for university then they must join the trade school.
(1) To get out into the work force as soon as possible. Kids need that; they need that quick education and get out there as soon as possible.
(1) Well, if they are not academic then they should get into the Trades. In the School there is Secularism and Humanism and that is one reason why I wouldn't have my children in University.

Interest - 15 responses (The interest of the child in the trades.)
(1) I would encourage them to pursue, if they had an interest.
(1) If student is more interested in employment than a lengthy stint in further education
(1) If that was their interest, I would surely encourage them.
(1) If the individual was interested.
(1) If the person has an interest in that particular field. Wiring, machinery and something in that field
(1) If there is a trade that is particularly suited to their interest.

(1) If they are interested in the trades and have more trouble with book learning and grades.
(1) If they express interest in the trades
(1) If they had the aptitude or ability, and also if they enjoyed doing it.
(1) If they were interested in the trades, then definitely.
(1) It would depend on the child and what they had in mind for themselves, and what they were capable of academically.
(1) My boys are interested in trades and operating the family farm.
(1) Only if there are interested in pursuing trades would I recommend it to them.
(1) Their individual interests and their psychological make up.
(1) Yes, for some one that is interested in working in the trades.

Career - 13 responses (Advancement in career/start own business.)
(1) A few of my friends have started their own businesses and I would prompt them to go into this line of work.
(1) Computer skills are always going to be required for many jobs. Computer training is beneficial.
(1) I have two children who are working in the trades but they don't have their apprenticeship qualifications. I'd like for them to start their own business but they have to get their journeyman's first.
(1) I think in the future there will be opportunity for growth and development. They can own their own business if they want.
(1) Maybe to help them advance in their career.
(1) My son took that route and the skills he obtained in high school helped him into getting with the trades.
(1) Technology is always advancing, would recommend to a student.
(1) The mobility of the occupation.
(1) There are so many jobs out there that require trades people and also they could travel anywhere and get a job easy.
(1) They can get in and get an education, and make as much or more as a post-secondary graduate. They would also have far less debt. As well, employers are willing to train on the job at the employer's expense.
(1) Trades are not only rewarding but can lead to owning there own business some kids don't want to attend school for 4-8 yrs and trades are the quickest way into the workforce.
(1) Try to find an employer that is credible and find out if they will send you to school.
(1) You need a Trade to survive and in most of the Schools now, you can get a Trade by the time you are out of Grade 12. In my son's School, if you take welding or plumbing, that is the first year that counts towards a Trade.

Other - 13 responses (Other Comments.)
(1) Don't know.
(1) Everyone should have some form of Trade.
(1) Get kids in to work education in schools; the school board should push the trades.
(1) I cannot say.
(1) I have a nephew who is graduating this year. He already wanted to go into the trades. The only problem being is that there aren't enough spots.
(1) I would like the trades to be more visible. The information should be more accessible. There should be more information of how to get into the trades.
(1) Just talking with kids, meeting with kids. I teach kids, neighbourhood kids. My own kids and a lot of relatives.
(1) My high school students.
(1) My son did finish high school. After he travelled I wanted to him pursue a trade.
(1) My son.
(1) No comment.
(1) Training in Childcare and Youth.
(1) Well, if say our son goes to College for a Trade, once he gets that he'll be gone to Alberta.

Finances - 10 responses (Financially better to enter the trades.)

(1) Better money, better ways of getting a good job.
(1) Currently there is a lack of trades' people in Saskatchewan and opportunities for future earning capacity are significant.
(1) Don't have to pay back loans.
(1) Employability and salary.
(1) I think they will make good money, as there are a lot of Trade jobs up North.
(1) I would have a young person take heavy duty mechanics because it would pay a lot more than taking just a mechanic.
(1) not as expensive as university more likely to find employment following
(1) There seems to be a big boom in the trades right now so opportunity to make money is high.
(1) They can get in and get an education, and make as much or more as a post-secondary graduate. They would also have far less debt. As well, employers are willing to train on the job at the employer's expense.
(1) They could have a better life and a good future.

Experience - 7 responses (Own life experience/Experience in the trades.)
(1) Basically, my life experience. I have a son doing the Sask. Youth Apprenticeship and he's going into Trades instead of U of S.
(1) I currently hire people in the trades so I would definitely encourage a young person to enter the trades and also because I have had good luck in it.
(1) I worked in the pipe fitting so I have experience in the trade.
(1) I would recommend trades over university, based on my experience.
(1) My husband has a trade and we have encouraged all our 3 sons to take a trade. One is a journeyperson machinist, one is studying to be a millwright, and the third is thinking of electrician
(1) My own life experience, the education that I have, and educating others. We are trades people so this is in my family as well as educated throughout.
(1) The immediate family and kids in the electrical trade.

What would keep you away from a career in the trades?

Entries under "other":
(2) Lack of aptitude.
(1) Farming.
(1) For women getting a job in some trades will be a problem.
(1) I am a mechanic. I enjoy what I do, a trade is a trade.
(1) I am not able to work in a larger centre without driving a long ways.
(1) I didn't think it was available to me.
(1) I do not have trades skills.
(1) I had already had a career, which went in a different way.
(1) I have a great job already.
(1) I have had bad experiences: I have been denied pay for work already done.
(1) I just don't feel that I would excel in trades.
(1) I'm busy raising a family right now. That is the only reason.
(1) I'm not suited to it.
(1) If the cost of the program was too expensive for me.
(1) It can be unhealthy.
(1) Just not something I could see myself doing.
(1) My parents expected me to attend university.
(1) Not a lot of women in trades back then.
(1) Physical danger.
(1) Sex.
(1) The wait to get in.
(1) Winning the lottery.

Who was advertising and what were they promoting?

Entries under "other":
(2) Do not know.
(1) Army enlistments.
(1) Billboard advertising trades, also saw a few brochures on trades.
(1) Gabriel Dumont and some local businesses.
(1) I am a teacher and I see brochures daily.
(1) In the paper.
(1) It was Saskatchewan Government advertising for the trades.
(1) ITAP Program.
(1) Job fair.
(1) Job postings.
(1) Leader Post with Universities of Secondary Education.
(1) Making ambulances.
(1) Mike Holmes on Homes television show.
(1) Newspapers.
(1) Northland College.
(1) Not sure what they were promoting.
(1) Opportunities with North Advertisement.
(1) Saskatchewan Campaign - Why You Like Saskatchewan (Government Ran Commercial).
(1) SATCC.

Who/what has or has had the most influence on decisions you made (or may make if you are considering a career change) about your career?

Entries under "other":
(2) Money.
(2) Myself.
(1) A member of the community and the advertising.
(1) Any one you encounter in life.
(1) Family and fear of the unknown.
(1) He enjoys what he does.
(1) I am a homemaker and have no career.
(1) I'm close to retirement and I might try something different.
(1) It was my own decision to work for a bank.
(1) It's because of my own choice.
(1) My age.
(1) My own life experience.
(1) My own work and school experience.
(1) Myself and co-workers.
(1) Nobody.
(1) Where I live.

What information regarding post-secondary education or career options is / was available to you to help guide a young friend's or family member's career choices?

Entries under "other":
(5) Guidance Counsellors.
(2) Career Day.
(2) Do not know.
(2) Spouse.
(1) Aboriginal school.
(1) Community College locally.
(1) Community Meeting.
(1) From our communities Career Fair., Internet and experience with my older child.
(1) I visited the campus.
(1) Job Fair.

(1) Northlands College.
(1) Personal experiences.
(1) Relatives.
(1) SATCC website.
(1) Teachers.
(1) Television Advertisements.
(1) There is more out there now that we have the computers and Internet.

What interaction/contact have you had with the Saskatchewan Apprenticeship and Trades Certification Commission (SATCC) in the last 2 years?
Entries under "other":

(1) Advertisements.
(1) Friends of my daughter are in the SATCC programs.
(1) Heard about it from my childs school.
(1) I deal with them through my car business.
(1) I did some phoning on my son's behalf to see how we could get him into SIAST.
(1) I have attended some partership meetings between SATCC and Sask Learning.
(1) I have referred people there.
(1) I hire people who are wanting to apprentice.
(1) I supported my daughter in her application to the SATCC.
(1) I talked to them on the telephone.
(1) I was involved in the Department of Labour.
(1) I work through the federal government which sponsors training.
(1) I'm a tradesperson.
(1) It was a requirement for my job to upgrade my safety courses.
(1) Radio Advertisements.
(1) Received pamphlets.
(1) Television.
(1) The contact was very bias.
(1) Through mailouts, no personal contact.
(1) Through relatives and colleagues.
(1) Word of mouth is how I heard.

Which high school does your child(ren) attend?

(19) Melville Comprehensive High School
(15) Churchhill Community High School
(12) Assiniboia Composite High School
(7) Cochrane High School
(7) North Battleford Comprehensive High School
(5) Nutana Collegiate.
(4) Holy Cross High School
(4) Miller Comprehensive High School
(3) Refused
(3) Sheldon Williams Collegiate
(3) Walter Murray
(2) Aden Bowman High School
(2) Dr. Martin Leboldus High School
(2) Evan Hardy.
(2) St. Joseph's High School
(1) Assiniboia Composite High School.
(1) Balfour Collegiate, Martin Colligiate, Cochrane Technical High School
(1) Bedford Road Collegiate
(1) Campbell
(1) Campbell Collegiate

(1) Campbell School
(1) Catholic school
(1) Cochrane High School and Dr. Martin Leboldus High School
(1) Comprehensive High School
(1) FW Johnson
(1) Jack Mckenzie
(1) John Paul II Collegiate
(1) John Paul Public High School
(1) Johnson High School.
(1) Marion Graham
(1) Mount Royal Collegiate
(1) Out of School
(1) Pre Can Stuart Elementary
(1) Provincial School in La Ronge
(1) Regina Campbell
(1) Regina Christian School Elementary/highschool
(1) Senator Miles Venne School
(1) Senior Elementary in Melville
(1) She graduated already.
(1) They are finished high school.
(1) University of Regina
(1) Valal High School
(1) Walter Murray High School/Evan Hardy High School

Apprenticeship Quality Survey

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, what is the one thing that the Commission could do better?

Entries under "other":
(7) Unsure.
(3) No comment.
(3) Nothing.
(1) Better organization, bureaucracy is slow and losing paperwork.
(1) Better review with the teachers.
(1) Better wages in general.
(1) Better wages while in school.
(1) Change the marking system.
(1) For first year people they could pay them faster.
(1) Have a better organization when dealing the actual staff of the SATCC.
(1) Having a rep around to check on the hours being put in.
(1) I like face-to-face relationships rather than automation.
(1) I think things are fine.
(1) Keeping the apprentices in Saskatchewan.
(1) Leave heavy duty and truck transport the same certification.
(1) More communication between SIAST and the Board.
(1) More follow-up.
(1) More trades in bigger centres.
(1) Not as long of a waiting list. More classes.
(1) Not have such an arrogant attitude.
(1) Not having to leave my city for school.
(1) Offer courses in more locations which makes less of a need for travelling.
(1) Offer the courses I need in more locations.
(1) One year waiting period if an apprentice fails.
(1) Pay apprentices more.
(1) Problems with EI, more openings for apprentices in school.

(1) Quicker service getting the paperwork done.
(1) Revamp the journeyman exam so that it reflects what it taught.
(1) Shorten the program for electricians.
(1) Support the apprentice, timeline of training.
(1) The classes should be more focused on the actual trade.
(1) There should be lower prices for training.
(1) They are all pretty good.
(1) They could improve the process of handing out payments.
(1) They should bring back calculators. It was $95 to buy it and after the 2nd year.
(1) Track apprentices better.

Specific to employers in my industry, what is the one thing that they could do better?

Entries under "other":
(5) Unsure.
(3) None.
(2) Be more supportive of continuing education.
(1) Better communication.
(1) Explain how equipment works better and assigning people for different tasks.
(1) Finding Journeymen that enjoy teaching.
(1) Keep up to date with hours they submit.
(1) No comment.
(1) None, I am satisfied.
(1) Provide a journeyperson to work beside at all times.
(1) Provide a little more respect.
(1) They need to keep up with new technology.
(1) They should not push too much in terms of deadlines.
(1) Turn into reasonable humans.
(1) Upgrading in congruence with innovations.

What is the one thing you would like to see the SATCC work towards implementing in the future?

Entries under "other":
(2) Shorter wait times.
(1) A more advanced training program in relation to cooking.
(1) Better promote pre-employment option.
(1) Better promotion of the trades.
(1) Come to the school once in awhile to see if the teachers are doing their jobs.
(1) Find better ways with funding while having to go to school without working.
(1) Fixing the apprentice employment insurance problem.
(1) Have courses offered at all campuses (not just one).
(1) Having our representative pay us visits.
(1) I think that more dignity should be given to the apprentice.
(1) Keep up to date on innovations.
(1) Keep up to date.
(1) Make sure the apprentices are provided for while they are going to school.
(1) Make sure the instructors are qualified to teach as well as having real trade experience.
(1) Make the tests tougher to get better trained professionals.
(1) More parking at Kelsey Campus.
(1) More stable programs.
(1) Negotiate wage levels for certain accreditation levels (journeyman minimum wage)
(1) not having to leave Regina for school
(1) Promoting the trades earlier on, in high schools.
(1) Provide more opportunities and space.
(1) Provide more sessions of schooling, to cut down on the long waits between levels.

(1) Put more stress on the schools to run more classes.
(1) Recruiting local people to work in local areas.
(1) Recruiting more apprentices and getting more people involved in the schooling.
(1) Revamping the courses in light of innovations.
(1) Rural delivery can be very successful if given proper funding and attention.
(1) Stay away from on-line learning.
(1) Teacher evaluations.
(1) There should be a closer ratio of apprentices to journeyman.
(1) There should be a lower ratio of apprenticeship.
(1) There should be more detailed scheduling of courses.
(1) There should be more easily accessible information about upgrading courses.
(1) There should be more in-school programs.
(1) They should have a wage increase for cosmetologists.
(1) They should promote classroom instruction.
(1) Using the internet to recruit more trades people in the future.
(1) Valuing the journeyman status and promotion.

Appendix B: Detailed Frequencies

Youth/Parent Surveys

Of the following statements, tell us if you disagree or agree with the statement using the following scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Skilled trades are valued by society

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	7	2.6	3	2.5
(Disagree) 2	9	3.4	6	5.1
(Neutral) 3	48	18.0	13	11.0
(Agree) 4	87	32.7	52	44.1
(Strongly agree) 5	88	33.1	44	37.3
Don't know	27	10.2	0	0.0
Total	**266**	**100**	**118**	**100**

A career in a skilled trade provides a great future

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	8	3.0	1	0.8
(Disagree) 2	10	3.8	0	0.0
(Neutral) 3	49	18.4	6	5.1
(Agree) 4	73	27.4	45	38.1
(Strongly agree) 5	106	39.8	66	55.9
Don't know	20	7.5	0	0.0
Total	**266**	**100**	**118**	**100**

Skilled trades are for those who can't achieve the academic standing to attend university

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	96	36.1	41	34.7
(Disagree) 2	70	26.3	48	40.7
(Neutral) 3	40	15.0	15	12.7
(Agree) 4	25	9.4	12	10.2
(Strongly agree) 5	10	3.8	2	1.7
Don't know	25	9.4	0	0.0
Total	**266**	**100**	**118**	**100**

The pay in a skilled trade is a lot less than you could earn in an IT or Engineering position

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	25	9.4	18	15.3
(Disagree) 2	60	22.6	40	33.9
(Neutral) 3	72	27.1	28	23.7
(Agree) 4	32	12.0	22	18.6
(Strongly agree) 5	16	6.0	3	2.5
Don't know	61	22.9	7	5.9
Total	**266**	**100**	**118**	**100**

Skilled trades are full of rednecks with few social skills

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	130	48.9	61	51.7
(Disagree) 2	61	22.9	39	33.1
(Neutral) 3	20	7.5	11	9.3
(Agree) 4	13	4.9	4	3.4
(Strongly agree) 5	14	5.3	1	0.8
Don't know	28	10.5	2	1.7
Total	**266**	**100**	**118**	**100**

It's difficult to get a job in a skilled trade unless you know someone in the business

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	47	17.7	31	26.3
(Disagree) 2	99	37.2	48	40.7
(Neutral) 3	51	19.2	17	14.4
(Agree) 4	21	7.9	16	13.6
(Strongly agree) 5	13	4.9	2	1.7
Don't know	35	13.2	4	3.4
Total	**266**	**100**	**118**	**100**

The unions control entry to skilled trades

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	16	6.0	20	16.9
(Disagree) 2	28	10.5	41	34.7
(Neutral) 3	69	25.9	23	19.5
(Agree) 4	26	9.8	13	11.0
(Strongly agree) 5	9	3.4	4	3.4
Don't know	118	44.4	17	14.4
Total	**266**	**100**	**118**	**100**

Skilled tradespeople can get a job no matter what the economy is doing

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	9	3.4	10	8.5
(Disagree) 2	52	19.5	30	25.4
(Neutral) 3	61	22.9	26	22.0
(Agree) 4	66	24.8	40	33.9
(Strongly agree) 5	25	9.4	9	7.6
Don't know	53	19.9	3	2.5
Total	**266**	**100**	**118**	**100**

Going to university is a much better choice than starting in the trades

Label	Youth		Parent	
	Total #	% of Responses	Total #	% of Responses
(Strongly disagree) 1	44	16.5	23	19.5
(Disagree) 2	50	18.8	49	41.5
(Neutral) 3	81	30.5	31	26.3
(Agree) 4	24	9.0	9	7.6
(Strongly agree) 5	34	12.8	3	2.5

Don't know	33	12.4	3	2.5
Total	**266**	**100**	**118**	**100**

Apprentice Survey

The following set of questions is specific to the on-the-job training that you did under the supervision of a journeyperson. These questions will help us determine if we need to improve the services we provide to employers and supervising journeypersons.

Overall I am satisfied with the quality of my on-the-job training (overall average – some employers may have provided better training opportunities than others)

	Total #	% of Responses
Strongly disagree	3	1.2
Disagree	18	7.3
Agree	159	64.1
Strongly agree	64	25.8
Don't know	4	1.6
Total	**248**	**100**

I am satisfied with the supervisory ability of my journeypersons (overall average – some may have been more competent than others)

	Total #	% of Responses
Strongly disagree	6	2.4
Disagree	27	10.9
Agree	147	59.3
Strongly agree	63	25.4
Don't know	5	2.0
Total	**248**	**100**

I am satisfied with the technical knowledge and skill of my journeypersons (overall average – some may have been more knowledgeable than others)

	Total #	% of Responses
Strongly disagree	5	2.0
Disagree	16	6.5
Agree	139	56.0
Strongly agree	84	33.9
Don't know	4	1.6
Total	**248**	**100**

I am satisfied with the teaching or mentoring ability of my journeypersons (overall average – some may have been more competent than others)

	Total #	% of Responses
Strongly disagree	6	2.4
Disagree	17	6.9
Agree	151	60.9
Strongly agree	68	27.4
Don't know	6	2.4
Total	**248**	**100**

I am satisfied that the facilities and equipment available at my employers' worksites provided me with sufficient opportunity to learn the trade (overall average of all your employers in the trade)

	Total #	% of Responses
Strongly disagree	5	2.0
Disagree	23	9.3
Agree	143	57.7
Strongly agree	74	29.8
Don't know	3	1.2
Total	**248**	**100**

I am satisfied that the work practices and procedures used by my employers are up-to-date (overall average of all your employers in the trade)

	Total #	% of Responses
Strongly disagree	5	2.0
Disagree	26	10.5
Agree	154	62.1
Strongly agree	59	23.8
Don't know	4	1.6
Total	**248**	**100**

I am satisfied that the work practices and procedures used by my employers reflect the modern standards in the industry (overall average of all your employers in the trade)

	Total #	% of Responses
Strongly disagree	5	2.0
Disagree	22	8.9
Agree	156	62.9
Strongly agree	60	24.2
Don't know	5	2.0
Total	**248**	**100**

I am satisfied with the extent to which the on-the-job training prepared me for writing the Journeyperson exam (overall average of all your employers in the trade)

	Total #	% of Responses
Strongly disagree	12	4.8
Disagree	25	10.1
Agree	99	39.9
Strongly agree	37	14.9
Don't know	75	30.2
Total	**248**	**100**

The following set of questions is specific to the in-school technical training that you took as part of your apprenticeship (typically at SIAST, SIIT, WTTI, a Union or private vendor). These questions will help us determine if our educational partners are providing the level of service that you expect.

Overall, I am satisfied with the quality and breadth of technical training available from the institutional training provider (SIAST, Regional College, Union, private sector trainer)

	Total #	% of Responses
Strongly disagree	6	2.4
Disagree	24	9.7

Agree	145	58.5
Strongly agree	53	21.4
Don't know	20	8.1
Total	**248**	**100**

I am satisfied with the technical knowledge and skill of my instructors (overall average – some may have been more knowledgeable than others)

	Total #	% of Responses
Strongly disagree	6	2.4
Disagree	19	7.7
Agree	128	51.6
Strongly agree	76	30.6
Don't know	19	7.7
Total	**248**	**100**

I am satisfied with the teaching or mentoring ability of my instructors (overall average – some may have been more competent than others)

	Total #	% of Responses
Strongly disagree	5	2.0
Disagree	23	9.3
Agree	140	56.5
Strongly agree	60	24.2
Don't know	20	8.1
Total	**248**	**100**

I am satisfied that the theory portion of my classes was relevant and up-to-date.

	Total #	% of Responses
Strongly disagree	9	3.6
Disagree	31	12.5
Agree	131	52.8
Strongly agree	55	22.2
Don't know	22	8.9
Total	**248**	**100**

I am satisfied that the hands-on (shop or lab) portion of my classes was relevant and up-to-date.

	Total #	% of Responses	Cumulative %
Strongly disagree	7	2.8	2.8
Disagree	30	12.1	14.9
Agree	121	48.8	63.7
Strongly agree	69	27.8	91.5
Don't know	21	8.5	100.0
Total	**248**	**100**	

I am satisfied that the equipment at the institute were modern, well-maintained and available in sufficient quantities for the number of students in the class

	Total #	% of Responses
Strongly disagree	11	4.4
Disagree	23	9.3
Agree	127	51.2
Strongly agree	65	26.2

Don't know	22	8.9
Total	**248**	**100**

I am satisfied with the extent to which the in-school training prepared me for writing the Journeyperson exam

	Total #	% of Responses
Strongly disagree	6	2.4
Disagree	13	5.2
Agree	103	41.5
Strongly agree	41	16.5
Don't know	85	34.3
Total	**248**	**100**

The following set of questions will help us design our educational and promotional packages to encourage young people to select a career in the trades. Your answers should reflect the experience of your family or your peer group

The trades are still seen by the general public as a "second choice" career

	Total #	% of Responses
Strongly disagree	22	8.9
Disagree	75	30.2
Agree	112	45.2
Strongly agree	37	14.9
Don't know	2	0.8
Total	**248**	**100**

The trades are viewed by my family and close associates as a "second choice" career

	Total #	% of Responses
Strongly disagree	61	24.6
Disagree	131	52.8
Agree	47	19.0
Strongly agree	6	2.4
Don't know	3	1.2
Total	**248**	**100**

My family or close associates believe that University is a much better option than going into a skilled trade.

	Total #	% of Responses
Strongly disagree	54	21.8
Disagree	139	56.0
Agree	42	16.9
Strongly agree	9	3.6
Don't know	4	1.6
Total	**248**	**100**

My family or close associates understand the apprenticeship process and earning potential involved with careers in skilled trades

	Total #	% of Responses
Strongly disagree	2	0.8
Disagree	17	6.9
Agree	170	68.5
Strongly agree	51	20.6

Don't know	8	3.2
Total	**248**	**100**

My trade has difficulty attracting the quality of employees we need

	Total #	% of Responses
Strongly disagree	8	3.2
Disagree	57	23.0
Agree	119	48.0
Strongly agree	53	21.4
Don't know	11	4.4
Total	**248**	**100**

In general, I think the message about apprenticeship and trades have improved over the past 5 years

	Total #	% of Responses
Strongly disagree	3	1.2
Disagree	14	5.6
Agree	151	60.9
Strongly agree	56	22.6
Don't know	24	9.7
Total	**248**	**100**

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, a good job has been done in promoting a trade as a career

	Total #	% of Responses
Strongly disagree	3	1.2
Disagree	29	11.7
Agree	182	73.4
Strongly agree	27	10.9
Don't know	7	2.8
Total	**248**	**100**

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, a good job has been done in supporting apprentices in the system

	Total #	% of Responses
Strongly disagree	5	2.0
Disagree	34	13.7
Agree	172	69.4
Strongly agree	30	12.1
Don't know	7	2.8
Total	**248**	**100**

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, a good job has been done in supporting employers in the system

	Total #	% of Responses
Strongly disagree	1	0.4
Disagree	23	9.3
Agree	157	63.3
Strongly agree	18	7.3
Don't know	49	19.8
Total	**248**	**100**

Specific to employers in my industry, a good job has been done in recruiting apprentices

	Total #	% of Responses
Strongly disagree	12	4.8
Disagree	69	27.8
Agree	131	52.8
Strongly agree	14	5.6
Don't know	22	8.9
Total	**248**	**100**

Specific to employers in my industry, a good job has been done in retaining apprentices (e.g. good pay, broad work experience, respect, etc).

	Total #	% of Responses
Strongly disagree	28	11.3
Disagree	73	29.4
Agree	120	48.4
Strongly agree	13	5.2
Don't know	14	5.6
Total	**248**	**100**

Employer Survey

How satisfied are you with the following levels to perform the tasks as expected...

Level 1 Apprentice

	Total #	% of Responses
Strongly dissatisfied	2	1.8
Dissatisfied	6	5.3
Satisfied	75	66.4
Strongly satisfied	19	16.8
N/A	7	6.2
Don't know	4	3.5
Total	**113**	**100**

Level 2 Apprentice

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	4	3.5
Satisfied	72	63.7
Strongly satisfied	20	17.7
N/A	9	8.0
Don't know	8	7.1
Total	**113**	**100**

Level 3 Apprentice

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	9	8.0
Satisfied	62	54.9
Strongly satisfied	24	21.2
N/A	10	8.8
Don't know	8	7.1

Total	**113**	**100**

Level 4 Apprentice

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	10	8.8
Satisfied	56	49.6
Strongly satisfied	22	19.5
N/A	16	14.2
Don't know	9	8.0
Total	**113**	**100**

For each of the following levels, how satisfied are you that the apprentice's ability contributes to the growth and profitability of your firm…

Level 1 Apprentice

	Total #	% of Responses
Strongly dissatisfied	2	1.8
Dissatisfied	10	8.8
Satisfied	64	56.6
Strongly satisfied	19	16.8
N/A	12	10.6
Don't know	6	5.3
Total	**113**	**100**

Level 2 Apprentice

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	9	8.0
Satisfied	56	49.6
Strongly satisfied	23	20.4
N/A	16	14.2
Don't know	9	8.0
Total	**113**	**100**

Level 3 Apprentice

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	7	6.2
Satisfied	60	53.1
Strongly satisfied	22	19.5
N/A	17	15.0
Don't know	7	6.2
Total	**113**	**100**

Level 4 Apprentice

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	5	4.4
Satisfied	54	47.8
Strongly satisfied	25	22.1
N/A	21	18.6

Don't know	8	7.1
Total	**113**	**100**

The following set of questions will help us design our educational and promotional packages to encourage young people to select a career in the trades.

As before, your answers should reflect the experience of your family or your firm rather than your sector or industry.

The trades are viewed by the general public as a "second choice" career

	Total #	**% of Responses**
Strongly disagree	2	1.8
Disagree	23	20.4
Agree	67	59.3
Strongly agree	19	16.8
Don't know	2	1.8
Total	**113**	**100**

My family or close associates view the trades as a "second choice" career

	Total #	**% of Responses**
Strongly disagree	17	15.0
Disagree	56	49.6
Agree	36	31.9
Strongly agree	1	0.9
Don't know	3	2.7
Total	**113**	**100**

My family or close associates believe that University is a much better option than going into a skilled trade

	Total #	**% of Responses**
Strongly disagree	13	11.5
Disagree	50	44.2
Agree	38	33.6
Strongly agree	9	8.0
Don't know	3	2.7
Total	**113**	**100**

My family or close associates understand the apprenticeship process and earning potential involved with careers in skilled trades

	Total #	**% of Responses**
Strongly disagree	5	4.4
Disagree	23	20.4
Agree	55	48.7
Strongly agree	29	25.7
Don't know	1	0.9
Total	**113**	**100**

We have trouble attracting the quality of employee we need

	Total #	**% of Responses**
Strongly disagree	0	0.0
Disagree	14	12.4
Agree	56	49.6
Strongly agree	41	36.3

Don't know	2	1.8
Total	**113**	**100**

The message that potential apprentices, their parents and other people who influence their decisions receive about apprenticeship and trades has improved over the past 5 years

	Total #	% of Responses
Strongly disagree	3	2.7
Disagree	15	13.3
Agree	71	62.8
Strongly agree	19	16.8
Don't know	5	4.4
Total	**113**	**100**

Specific to the Saskatchewan Apprenticeship & Trade Certification Commission, how satisfied are you with the job SATCC has done in ...

Promoting a trades career

	Total #	% of Responses
Strongly dissatisfied	1	0.9
Dissatisfied	27	23.9
Satisfied	65	57.5
Strongly satisfied	10	8.8
Don't know	10	8.8
Total	**113**	**100**

Supporting apprentices in the system

	Total #	% of Responses
Strongly dissatisfied	1	0.9
Dissatisfied	17	15.0
Satisfied	68	60.2
Strongly satisfied	15	13.3
Don't know	12	10.6
Total	**113**	**100**

Supporting employers in the system

	Total #	% of Responses
Strongly dissatisfied	0	0.0
Dissatisfied	23	20.4
Satisfied	67	59.3
Strongly satisfied	10	8.8
Don't know	13	11.5
Total	**113**	**100**

Specific to employers in your industry, how satisfied are you that a good job has been done in ...

Recruiting apprentices

	Total #	% of Responses
Strongly dissatisfied	4	3.5
Dissatisfied	56	49.6
Satisfied	41	36.3

Strongly satisfied	3	2.7
Don't know	9	8.0
Total	**113**	**100**

Retaining apprentices (e.g. good pay, broad work experience, respect, etc)

	Total #	% of Responses
Strongly dissatisfied	4	3.5
Dissatisfied	46	40.7
Satisfied	57	50.4
Strongly satisfied	0	0.0
Don't know	6	5.3
Total	**113**	**100**